

NextGen: HN unit specification

Digital Technologies in Practice (SCQF level 7)

Unit code: J9A0 47

SCQF level: 7 (32 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

Published: April 2026 (version 1.0)

Copyright © Qualifications Scotland 2026

Contents

Unit purpose	1
Unit outcomes	2
Knowledge and skills	7
Meta-skills	10
Literacies	14
Learning for Sustainability	16
Delivery of unit	17
Additional guidance	18
Equality and inclusion	22
Information for learners	23
Administrative information.....	30

Unit purpose

This unit helps learners develop their knowledge of and skills in using online digital technologies. They learn to support administrative functions effectively and work collaboratively while keeping information secure.

It provides an overview of how the administrator can use new literacies to:

- collaborate securely
- evaluate team performance
- research and curate valid and credible information
- present and promote this information using an online publishing tool and social media, while adhering to social media etiquette and legislation

The unit helps learners develop the meta-skills of self-management, social intelligence and innovation.

It is suitable for learners who want a career as an administrator. It is particularly suitable for those who want to develop the skills necessary to navigate the digital world effectively, with a strong emphasis on the practical application of digital tools for administrators.

Entry to the unit is at your centre's discretion. Before they start the unit, we recommend learners have one or more of the following:

- familiarity with administrative functions
- basic IT skills
- previous experience of using internet applications

This is a mandatory unit in Higher National Certificate (HNC) Administration and Digital Business Technologies. Learners can also complete it on a stand-alone basis.

Learners who complete the unit as part of the HNC can progress to HND Administration Management and Digital Business Technologies (SCQF level 8) or to degree-level study. They can also find employment in senior administration or supervisory roles in a business environment.

Unit outcomes

Learners who complete this unit can:

1. use online collaboration tools to inform, plan and organise work securely
2. research and curate valid and credible data from multiple sources
3. create and publish a blog or simple website
4. promote a blog or website, adhering to legislation and social media etiquette and evaluate the effectiveness of the promotion
5. develop meta-skills in a vocational or academic context
6. explain the importance of sustainability in an organisation

Evidence requirements

Assess all outcomes under open-book conditions.

You must give learners a clear brief that covers all evidence requirements.

Learners must generate evidence on their own, at appropriate points, as they develop the necessary knowledge and skills.

Outcome 1

Learners must produce evidence to show they can use cloud-based technologies and online meeting software to collaborate, inform, plan and organise work while keeping information secure. They can use a real or fictitious scenario to complete tasks that fulfil an overall objective.

Following a given brief, learners work collaboratively to produce performance-based evidence to:

- show they can use online meeting software to organise and participate in a meeting
- establish and maintain contact with participants
- show they can use collaborative software by creating a shared folder and working collaboratively in word processing and spreadsheet software

- create and maintain an e-checklist to identify and prioritise tasks relating to the work completed
- explain and/or demonstrate how to keep information secure when using collaborative software — for example, but not exclusively, multifactor authentication, secure file sharing and access controls
- use a web service or software to obtain relevant peer feedback relating to working as a team
- write a self-review based on peer feedback
- peer review others

Each learner is expected to contribute equally to the work. They need to record and share all communications related to the task with their group. You need to make sure it is recorded accurately.

When presenting and/or gathering evidence, learners need to focus on their own contribution to the task. Although these are collaborative tasks, each individual learner can pass the tasks if they meet the assessment criteria.

Outcomes 2 to 4

Working independently, learners must produce evidence to show they can complete a project involving three main tasks.

Task 1: research and curate

The research informs the creation of the blog or website.

Following a given brief, learners research and curate data from a variety of valid and credible sources.

Learners' published blogs or websites are their evidence for the research and curation task.

Task 2: blog or website creation

Learners present their research findings by publishing a blog or simple website that incorporates text, images and a video according to a given brief.

They may use available templates from platforms like Wix, WordPress or Blogger.

Task 3: promote the completed blog or website, adhering to social media etiquette and legislation, and measure and evaluate the effectiveness of the promotion

This is the largest part of the project. You must give learners enough time to build a campaign portfolio.

Promote

Learners:

- select a minimum of two different social media platforms to build a simple social media campaign to promote the blog or website
- use viral marketing techniques and engagement strategies, for example interactive strategies, hashtags, polls, images and/or videos
- comply with legislation and online etiquette
- co-ordinate the graphic or aesthetic elements of all platforms
- provide a range of content across all platforms used

The campaign shows learners' understanding of design and layout, and appropriate use of chosen social media platforms. Techniques used to co-ordinate the graphic elements could include developing a consistent style to use on all platforms, co-ordinating colour, graphic style and fonts. The range of content could cover text entries, videos and pictures.

Measure and evaluate

Learners:

- collate evidence in a campaign portfolio
- set specific, measurable, achievable, relevant and time-bound (SMART) objectives
- identify their target market
- track the progress of the campaign
- gather analytics from the blog or website and/or social media
- evaluate the campaign's success against SMART objectives, detailing which platforms and posts were least and most effective

Learners can present their evidence as a written and/or oral recording. They must detail all social media posts and interactions, and evaluate the success of their campaign by using social media statistics provided by the relevant platforms.

You must give learners a clear brief that covers all evidence requirements. Learners must generate evidence on their own, at appropriate points, as they develop the necessary knowledge and skills.

Outcome 5

Learners must produce evidence to show they can:

- self-assess their meta-skills baseline
- create a plan to develop their own meta-skills
- carry out activities to develop and demonstrate their meta-skills
- use reflective practice to monitor and assess the meta-skills they have improved and developed

For more information about meta-skills, see the educator guide, [Skills 4.0: A skills model to drive Scotland's future](#) and our [meta-skills web page](#).

Outcome 6

Learners must produce evidence to show they can:

- define 'sustainability' in business
- explain how to measure sustainability
- define the pillars of sustainability
- advise on good sustainability practices

Learners must relate their submission to two specific and relevant United Nations Sustainable Development Goals.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to use appropriate cloud-based technologies and online meeting software to collaborate, inform, plan and organise work to a given brief, while keeping information secure 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • use online meeting software • establish and maintain contact with other participants • use collaborative software: <ul style="list-style-type: none"> ○ create a shared folder ○ work collaboratively in word processing and spreadsheet software • create and maintain an e-checklist • keep information secure • use a web service or software to obtain relevant peer feedback relating to working as a team • write a self-review based on peer feedback • peer review others
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • what sources of information are available to them • how to identify sources that are valid and credible • how to use an online curation tool • basic copyright legislation and a method of citation 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • carry out research online, accessing valid and credible data from multiple online sources • adhere to legislation and, if needed, use a referencing convention • use an online curation tool to curate research findings
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to use an online content builder to produce and publish a blog or simple website based on a given brief adhering to legislation 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • create and publish a blog or simple website that incorporates basic elements of layout, text, images and video

Knowledge	Skills
<p>Outcome 4</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • what SMART objectives are • target markets • which platforms are best to use for specific tasks • how to effectively promote their completed publication using social media • how to adhere to social media etiquette and legislation • social media analytics • how to measure and evaluate their social media marketing campaign 	<p>Outcome 4</p> <p>Learners can:</p> <ul style="list-style-type: none"> • set SMART objectives • identify an appropriate target market • communicate effectively using appropriate social media platforms to promote their blog or website • use viral marketing techniques and engagement strategies • use professional standards of etiquette in communications • comply with legislation relating to social media communications • measure effectiveness by analysing metrics • evaluate campaign against objectives
<p>Outcome 5</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the meta-skills categories of self-management, social intelligence and innovation, and associated meta-skills, as described in Skills 4.0 • the importance of developing meta-skills, including employability, adaptability and effectiveness • what meta-skills are most relevant to their vocational or academic context • how to develop meta-skills, including these approaches: <ul style="list-style-type: none"> ○ self-awareness: analysing preferences, strengths and development needs, meta-skills self-assessment ○ goal setting and action planning ○ reflective practice: principles, tools and approaches for effective reflective practice 	<p>Outcome 5</p> <p>Learners can:</p> <ul style="list-style-type: none"> • create a plan to develop their meta-skills • carry out, review and adapt their meta-skills development plan • assess their meta-skills development

Knowledge	Skills
<p>Outcome 6</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • what sustainability is • how to measure sustainability • how to apply models of sustainability • good sustainability practices 	<p>Outcome 6</p> <p>Learners can:</p> <ul style="list-style-type: none"> • define 'sustainability' in business • explain how to measure sustainability • define the pillars of sustainability • advise on good sustainability practices

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - staying on task to complete contributions to the collaboration task for outcome 1, and gathering evidence for their campaign portfolio for outcomes 2 to 4
 - managing workload and meeting deadlines
- integrity:
 - adhering to social media etiquette standards
 - keeping information secure
 - ensuring fair levels of responsibility and respecting the contributions of peers while working collaboratively
- adapting:
 - adjusting to using various digital tools, online platforms, and new ways of working collaboratively in a cloud-based environment
- initiative:
 - taking the lead in contributing ideas
 - engaging in self-directed research
 - driving the progress of the collaboration tasks
 - designing and promoting the blog or website

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - using online meeting software to organise and participate in meetings requires clear verbal and written communication
 - effectively sharing ideas, presenting information and contributing to discussions
 - communicating ideas through a blog or website involves creating content that is engaging and accessible to the target audience — this requires clear written communication, visual communication (through layout and design), and digital literacy
 - promoting the blog or website on social media platforms involves creating messages that are suitable for the target audience, using appropriate language, tone, and style for different platforms
- feeling:
 - engaging in self-review and peer reviews develops empathy and emotional intelligence
 - providing constructive feedback while considering the feelings and perspectives of others
 - developing self-awareness by evaluating their own work
 - understanding the audience's needs, preferences, and emotions, which is essential when creating content and interacting with them through social media
 - understanding the target audience and responding appropriately
- collaborating:
 - using online collaboration tools to coordinate work, share resources and work together towards common goals

- working in shared digital spaces to manage and coordinate tasks effectively, ensuring that everyone has access to up-to-date information and that contributions are integrated smoothly into the final product
- leading:
 - planning and organising tasks using online collaboration tools and e-checklists to manage workloads
 - taking on a leadership role in a collaborative setting to guide the project to completion
 - carrying out a social media campaign involves setting objectives, guiding the direction of the campaign, and making decisions to achieve the desired outcomes, requiring initiative and decision making
 - ensuring work is kept secure, for example by using multifactor authentication and secure file-sharing protocols, involves taking responsibility for the safety and integrity of work

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - carrying out research, gathering and curating data from various credible sources like journals, websites and videos
 - exploring a variety of resources, asking questions and finding new information to inform their content creation encourages inquisitiveness and a desire to find out more about a chosen topic
 - exploring and experimenting with different digital tools and platforms encourages curiosity and a willingness to discover new ways of completing tasks

- creativity:
 - designing and publishing a blog or website that is visually appealing and engaging — combining text, images, and videos to communicate their message effectively, using available templates or designing unique layouts
 - creating and promoting a social media campaign involves developing original content that stands out in crowded online spaces
 - thinking creatively to create social posts, choose hashtags, and use viral marketing techniques to capture attention and engage the audience

- sense-making:
 - making sense of the information gathered during the research phase
 - choosing relevant and reliable data for the blog or website
 - evaluating the social media campaign by analysing gathered data and metrics — making sense of this information to evaluate the success of the campaign against the SMART objectives, and identifying what worked and what did not

- critical thinking:
 - giving and receiving feedback and reflecting on peer review — evaluating the effectiveness of working together and providing constructive feedback
 - applying and understanding security measures like multifactor authentication and secure file sharing
 - assessing the potential risks and determining the most effective methods to keep information secure
 - developing a social media campaign strategy to set realistic objectives, choose appropriate platforms, and devise strategies that align with the goals of the campaign
 - analysing various factors and making informed decisions to maximise the campaign's impact

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

- Using spreadsheet software to collaborate on tasks, learners use numerical data for planning, budgeting, or organising their work. Using functions or formulas to manage data.
- Setting SMART objectives for the social media campaign and defining measurable goals helps learners track their progress. Tracking the progress of the campaign involves working with data analytics, for example engagement rates, impressions, clicks and conversion rates. Learners can interpret this data to assess the effectiveness of the campaign.
- Evaluating campaign success by analysing various metrics from the blog, website, and social media platforms. This involves comparing numbers and identifying trends to evaluate which platforms and strategies were most effective.

Communication

- Using online meeting software to organise and participate in meetings develops both verbal and written communication skills. This involves articulating ideas and contributing to discussions.
- Creating content for a blog or website develops written communication literacy. Learners need to structure ideas clearly, using appropriate language, to ensure that the message is accessible to their target audience. Incorporating images and videos also involves visual communication skills.
- Managing a social media campaign requires strong communication literacy. It involves writing effective messages tailored to different platforms, engaging with the audience, and responding to comments or feedback in a professional manner. This also involves understanding social media etiquette to communicate.

Digital

- Using online collaboration tools and cloud-based technologies to share files enables learners to collaborate in real-time, and manage version histories.
- Applying security measures like multifactor authentication, secure file sharing, and access controls requires a strong understanding of digital safety practices. Learning how to protect work and data in a digital environment is an important aspect of digital literacy.
- Building and managing a blog or website on platforms involves using a range of digital tools and technologies. Learners need to understand the functionality of these platforms, use templates, upload and format multimedia content, and publish their work online. This develops their ability to use digital tools effectively.
- Running a social media campaign involves using various digital platforms to promote content, track analytics, and engage with an audience. Learners gain experience in using social media tools, understanding platform-specific features, and applying digital marketing strategies.

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Through its focus on digital collaboration, content creation and evaluation, the unit encourages learners to consider sustainability in their work. Digital collaboration reduces the need for physical meetings and paper-based communication. This approach minimises travel-related carbon emissions and the use of physical resources, contributing to a more sustainable way of working. It encourages paperless workflows as the project relies on digital tools, from planning and organising tasks to creating and sharing content. This reduces the need for printed materials, which supports the goal of reducing paper waste and conserving resources.

Delivery of unit

This is a mandatory unit in HNC Administration and Digital Business Technologies. You can also deliver it as a stand-alone unit.

The notional time for delivery and assessment is 160 hours. The amount of time you allocate to each outcome is at your discretion.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

The content focuses on developing learners' digital collaboration, content creation and marketing skills in an administrative context through a series of structured tasks.

The context is designed to develop learners' essential administrative skills for working in a modern digital workplace: collaboration, digital literacy, managing online content, and effective communication.

Resources

- Online meeting software, for example Microsoft Teams, Google Meet or Zoom to organise and participate in meetings.
- Online collaboration tools, for example One Drive and Microsoft Office 365, or Google Drive and Google Docs and Google Sheets, to create shared folders and work collaboratively using word processing and spreadsheet software.
- E-checklist apps, for example Microsoft To Do or Google Keep.
- Online curation tools like Wakelet or Scoopit.
- Platforms like Wix, WordPress or Blogger to create a blog or website.
- Social media platforms.

Approaches to delivery

This unit lends itself to online teaching.

We recommend you take a practical approach to delivering the unit. Although learners develop their knowledge and skills relating to technology itself, the unit focuses on how to apply technology for administrative purposes.

We recommend you use realistic workplace practices with industry-standard devices and software.

You can direct formative exercises and/or class discussion to establish learners' existing knowledge and familiarity with the technologies covered within the unit. We encourage you to provide practical demonstrations and 'hands-on' learning of technology, for example through online chat and meetings using Microsoft Teams or Facetime.

Learners' engagement in self-review and peer-review is essential.

Working with others is necessary for collaborating and peer review. You should encourage learners to interact with other learners' campaigns.

Learners work collaboratively in outcome 1 and independently in outcomes 2 to 4.

Approaches to assessment

Assess all outcomes under open-book conditions.

You must give learners a clear brief that covers all evidence requirements.

Outcome 1

Learners should save the collaborative evidence in a shared folder and share it with you. Each learner is expected to contribute equally to the workload. You can monitor the version history to verify individual contributions to the tasks and see who made what changes and when.

Learners can evidence online meetings on the software used for the meeting; for example, Microsoft Teams channels show attendance and meeting length. If the software does not do this, learners can take screenshots and save them to the shared folder.

To evidence online security, they can take screenshots and save them to the shared folder.

Each learner needs to provide evidence of peer review. They can gather this feedback by accessing, or taking screenshots of, online survey software (for example Microsoft or Google forms) plus written or oral findings of the survey. They also need to write a self-review based on the peer feedback.

Outcomes 2 to 4

Learners work independently to complete a project involving three main tasks.

Task 1: research and curate

The learners' published blog or website is their evidence for the research and curation task. They should research and curate data from a variety of valid and credible sources, for example, a journal, website, image and video using an online curation tool like Wakelet or Scoopit.

They can embed a link to the curation in the blog or website or share it with you.

You can use a checklist to ensure that learners have curated the required information.

Task 2: blog or website creation

Examine the evidence: a blog or simple website should meet evidence requirements.

You can use a checklist to ensure that learners have included the required elements.

Task 3: promote the completed blog or website, adhering to social media etiquette and legislation, and measure and evaluate the effectiveness of the promotion

This is the largest part of the project. You must give learners enough time to build a campaign portfolio.

You can assess learners at appropriate points as they gather evidence for their campaign portfolio. They can present this as written and/or oral recorded evidence.

Outcome 5

You can assess learners' meta-skills in all outcomes.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Digital Technologies in Practice (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit helps you to develop your knowledge of, and skills in, using online digital technologies to effectively support administrative functions and collaborative working while keeping information secure.

It provides an overview of how administrators can use new literacies to:

- collaborate securely
- evaluate team performance
- research and curate valid and credible information
- present and promote this information using an online publishing tool and social media, while adhering to social media etiquette and legislation

Before you start the unit, we recommend you have one or more of the following:

- familiarity with administrative functions
- basic IT skills
- previous experience of using internet applications

This unit is part of Higher National Certificate (HNC) Administration and Digital Technology. You can also study it on a stand-alone basis.

You study a combination of topics focused on the effective use of online digital technologies to support administrative functions, enhance collaborative working, and ensure information security.

You carry out research to create a blog or website using credible sources and a curation tool. Then you market the blog or website through a social media campaign using engagement strategies, adhering to online etiquette and legislation. You track progress and evaluate success using analytics, compiling findings in a campaign portfolio.

There is a mix of collaborative and individual work, which can be a mixture of online and in-class participation.

The unit is primarily intended for those who want to take up a career as an administrator. It is particularly suitable for those who want to develop the skills necessary to navigate the digital world effectively, with a strong emphasis on the practical application of digital tools for administrators.

If you complete the unit as part of HNC Administration and Digital Business Technologies, you can progress to HND Administration Management and Digital Business Technologies (SCQF level 8) or degree-level study. You can also find employment in senior administration or supervisory roles in a business environment.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the administration sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

This meta-skill includes:

- focusing:
 - staying on task to complete contributions to the collaboration task for outcome 1, and gathering evidence for your campaign portfolio for outcomes 2 to 4
 - managing workload and meeting deadlines
- integrity:
 - adhering to social media etiquette standards
 - keeping information secure
 - ensuring fair levels of responsibility and respecting the contributions of your peers while working collaboratively
- adapting:
 - adjusting to using various digital tools, online platforms, and new ways of working collaboratively in a cloud-based environment
- initiative:
 - taking the lead in contributing ideas
 - engaging in self-directed research
 - driving the progress of the collaboration tasks
 - designing and promoting your blog or website

Social intelligence

This meta-skill includes:

- communicating:
 - using online meeting software to organise and participate in meetings requires clear verbal and written communication
 - effectively sharing ideas, presenting information and contributing to discussions
 - communicating ideas through a blog or website involves creating content that is engaging and accessible to your target audience — this requires clear written communication, visual communication (through layout and design), and digital literacy
 - promoting the blog or website on social media platforms involves creating messages that are suitable for the target audience, using appropriate language, tone, and style for different platforms
- feeling:
 - engaging in self-review and peer reviews develops empathy and emotional intelligence
 - providing constructive feedback while considering the feelings and perspectives of others
 - developing self-awareness by evaluating your own work
 - understanding your audience's needs, preferences, and emotions, which is essential when creating content and interacting with them through social media
 - understanding your target audience and responding appropriately
- collaborating:
 - using online collaboration tools to coordinate work, share resources and work together towards common goals
 - working in shared digital spaces to manage and coordinate tasks effectively, ensuring that everyone has access to up-to-date information and that contributions are integrated smoothly into the final product

- leading:
 - planning and organising tasks using online collaboration tools and e-checklists to manage workloads
 - taking on a leadership role in a collaborative setting to guide the project to completion
 - carrying out a social media campaign involves setting objectives, guiding the direction of the campaign, and making decisions to achieve the desired outcomes, requiring initiative and decision making
 - ensuring work is kept secure, for example by using multifactor authentication and secure file-sharing protocols, involves taking responsibility for the safety and integrity of work

Innovation

This meta-skill includes:

- curiosity:
 - carrying out research, gathering and curating data from various credible sources like journals, websites and videos
 - exploring a variety of resources, asking questions and finding new information to inform your content creation encourages inquisitiveness and a desire to find out more about a chosen topic
 - exploring and experimenting with different digital tools and platforms encourages curiosity and a willingness to discover new ways of completing tasks
- creativity:
 - designing and publishing a blog or website that is visually appealing and engaging — combining text, images, and videos to communicate your message effectively, using available templates or designing unique layouts
 - creating and promoting a social media campaign involves developing original content that stands out in crowded online spaces

- thinking creatively to create social posts, choose hashtags, and use viral marketing techniques to capture attention and engage your audience
- sense-making:
 - making sense of the information gathered during the research phase
 - choosing relevant and reliable data for the blog or website
 - evaluating the social media campaign by analysing gathered data and metrics — making sense of this information to evaluate the success of the campaign against the specific, measurable, achievable, relevant and time-bound (SMART) objectives, and identifying what worked and what did not
- critical thinking:
 - giving and receiving feedback and reflecting on peer review — evaluating the effectiveness of working together and providing constructive feedback
 - applying and understanding security measures like multifactor authentication and secure file sharing
 - assessing the potential risks and determining the most effective methods to keep information secure
 - developing a social media campaign strategy to set realistic objectives, choose appropriate platforms, and devise strategies that align with the goals of the campaign
 - analysing various factors and making informed decisions to maximise the campaign's impact

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the administration sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Through its focus on digital collaboration, content creation, and evaluation, the unit encourages you to consider sustainability in your work. Digital collaboration reduces the need for physical meetings and paper-based communication. This approach minimises travel-related carbon emissions and the use of physical resources, contributing to a more sustainable way of working. It encourages paperless workflows as the project relies on digital tools, from planning and organising tasks to creating and sharing content. This reduces the need for printed materials, which supports the goal of reducing paper waste and conserving resources.

Administrative information

Published: April 2026 (version 1.0)

Superclass: CC

History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

The information in this unit specification may be reproduced in support of Qualifications Scotland qualifications only on a non-commercial basis. If it is reproduced, Qualifications Scotland must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@qualifications.gov.scot.

Copyright © Qualifications Scotland 2026