| Digital Competence Framework | | Progression step 5 | |
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| **Strand** | **Citizenship – Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.** | | |
| **Citizenship** | **Element** | **With increasing independence learners are able to:** | **With increasing independence learners are able to:** |
| | **Identity, image and reputation** | • build a positive reputation in the context of their employment prospects, *e.g. use social media responsibly*<br>• understand the ways websites and companies collect data online and utilise it to personalise content for their users, *e.g. personal data being shared*<br>• recognise the risks and the uses of data/services on personal devices within the terms and conditions of a range of software and web services | • explain the ethical issues of corporate encryption, *e.g building in a bypass system*<br>• identify and describe the data protection policies of a variety of organisations located in different countries, and how this affects the way that they work<br>• identify how organisations become data compliant when using multi-national products |
| | **Health and well-being** | • think critically about the different purposes and contexts of digital image editing, *e.g. explore the benefits and negative points of photograph manipulation; evaluate digitally edited images in terms of context and purpose*<br>• take reasonable steps to avoid health problems (physical and psychological), caused by the use of technology<br>• understand the legal responsibilities for disposal of technology and the environmental impact of doing so | • think critically about the different purposes and contexts of digital image editing<br>• take reasonable steps to avoid health problems caused by the use of technology and suggest strategies to prevent or reduce the problems (physical and psychological)<br>• explain how to access support from professionals and organisations<br>• understand the legal responsibilities for disposal of technology and the environmental impact of doing so |
| | **Digital rights, licensing and ownership** | • identify the key points required for creative work to be considered fair use and comply with data protection laws, *e.g. explore the legal and ethical considerations involved in using the creative work of others; understand individuals' rights and responsibilities as creators and consumers of content; think critically and make ethical decisions about the use of creative works in relation to fair use; reference using formal citation conventions, such as Harvard and Oxford* | • understand and reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission, *e.g. appreciate the key concepts of inspiration, appropriation, copyright and fair use, and examine how they apply to creative work; understand the legal and ethical debates that surround using other people's creative work; consider the points of view of the original creator, potential audiences and the broader community when using materials belonging to others* |
| | **Online behaviour and cyberbullying** | • apply appropriate strategies to protect rights, identity, privacy and emotional safety of themselves and others in online communities, *e.g. continuously evaluate online behaviour, taking into consideration the consequences of actions; take action to minimise risk to safety and security; consider global and cultural perspectives and adapt behaviour accordingly.* | • apply appropriate strategies to protect rights, identity, privacy and emotional safety of themselves and others in online communities, *e.g. continuously evaluate online behaviour, taking into consideration the consequences of actions; take action to minimise risk to safety and security; consider global and cultural perspectives and adapt behaviour accordingly.* |
| **Strand** | **Interacting and collaborating – Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques successfully.** | | |
| **Interacting and collaborating** | **Communication** | • make use of available online communication services for specific purposes, justifying selections made based on their appropriateness for delivery of information | • reflect on choices of online communication solution and comment on how this could be improved to meet aims of tasks |
| | **Collaboration** | • reflect on choices of collaboration solutions and comment on how this could be improved to meet aims of tasks | • reflect on choices of collaboration solutions and comment on how this could be improved to meet aims of tasks |
| | **Storing and sharing** | • use online services to share appropriate content with a global audience, *e.g. uploading content to public websites to share with specific audiences.* | • use online services to share appropriate content with a global audience, *e.g. uploading content to public websites to share with specific audiences.* |

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| Digital Competence Framework | | Progression step 5 | |
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| **Strand** | **Producing – These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise however that producing digital content can be a very creative process and this creativity is not intended to be inhibited.**<br>**Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.** | | |
| **Producing** | **Element** | **With increasing independence learners are able to:** | **With increasing independence learners are able to:** |
| | **Planning, sourcing and searching** | • effectively plan with increasing complexity<br>• search efficiently for information and evaluate the reliability of sources of information, justifying opinions and reasons for choices; reference work using appropriate methods | • effectively plan with increasing complexity<br>• consider the benefits and limitations of digital tools and information sources and of the results they produce and use these results to inform future judgements about the quality of their work<br>• search efficiently for information and evaluate the reliability of sources of information, justifying opinions and reasons for choices; reference work using appropriate methods |
| | **Creating** | • use a variety of software, tools and techniques to create a professional individual or collaborative project outcome incorporating a range of multimedia components<br>• create formal text documents for a professional audience, incorporating the use of collaborative review tools into activities<br>• use appropriate indexing and referencing tools to enhance documents | • use a variety of software, tools and techniques to create a professional individual or collaborative project outcome incorporating a range of multimedia components<br>• create formal text documents for a professional audience, incorporating the use of collaborative review tools into activities<br>• use appropriate indexing and referencing tools to enhance documents |
| | **Evaluating and improving** | • justify reasoning to critical audiences in terms of layout and content, *e.g. produce a detailed evaluation report including justification for layout and content*<br>• refer appropriately to sources of information used<br>• make detailed and specific changes based upon feedback and self-evaluation, as relevant. | • justify reasoning to critical audiences in terms of layout and content<br>• refer appropriately to sources of information used<br>• make detailed and specific changes based upon feedback and self-evaluation, as relevant. |
| **Strand** | **Data and computational thinking – Computational thinking is a combination of scientific enquiry, problem-solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.**<br>**Through these elements learners will understand the importance of data and information literacy; they will explore aspects of collection, representation and analysis. Learners will look at how data and information links into our digital world, and will provide them with essential skills for the modern, dynamic workplace.** | | |
| **Data and computational thinking** | **Problem-solving and modelling** | • independently create and design models and explain how they represent real-world problems, *e.g. selecting and correctly using an appropriate method for illustrating a problem, such as a flow chart or spreadsheet*<br>• follow and develop logical solutions to determine actions and outputs of a program/process, *e.g. follow pseudocode or a flow chart to come to an outcome, develop a written sequence of steps that could be followed* | • demonstrate the benefits of using part or whole instructions or methods (functions/procedures) in solving a problem, *e.g. compartmentalise sections of a problem and call them when needed* |
| | **Data and information literacy** | • use data to explain and add validity to conclusion and where possible modify conclusion and/or hypothesis. | • use appropriate programs to produce statistical evidence based on their own collected data/identified scenario, and justify reasoning. |

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