

# Digital Competence Framework

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.						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Citizenship	Identity, image and reputation	I can distinguish between someone I know and someone I have never met.	I can identify the differences between private and personal information and know when to disclose it.	I can understand how to protect myself from online identity theft, <i>e.g. identifying secure sites, phishing, scam websites.</i>	I can understand that I have a digital footprint and that this information can be searched, copied and passed on.	I can build a positive reputation in the context of employment prospects, <i>e.g. use social media responsibly.</i>
		I can recognise data online with adult support, <i>e.g. find images of myself and others on the school website/school social media page.</i>	I can understand that providing information leaves a digital footprint.	I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.	I can discuss the benefits and risks of presenting myself in different ways online.	I can explain the ethical issues of corporate encryption, <i>e.g. building in a bypass system.</i>
		I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.	I am aware of simple rules for sharing images and data.	I can think critically about information shared online, <i>e.g. the impact of sharing images and videos, metadata of images and videos.</i>	I can use strategies for guarding myself against identity theft and online scams that try to access my personal information.	I can 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.
			I can identify and use strategies for protecting personal data and hardware, <i>e.g. using secure passwords.</i>	I can identify the benefits and risks of giving personal information and device access to different software.		
	Health and well-being	I can identify and use a range of media and digital devices from familiar experiences.	I can acknowledge age restrictions and suitability of digital media and devices, <i>e.g. understand PEGI ratings, playing/watching inappropriate content/games, in-app purchases.</i>	I can understand the importance of balancing game and screen time with other parts of my life, <i>e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.</i>	I can reflect on the role of digital media in my life and habits.	I can think critically about the different purposes and contexts of digital image editing, <i>e.g. explore the benefits and negative points of photograph manipulation, evaluate digitally edited images in terms of context and purpose.</i>
			I can identify and explain the advantages and disadvantages of digital media and devices, <i>e.g. well-being effects of screen time.</i>	I can identify the wider positive and negative influences of technology, <i>e.g. on my life, on society, on the environment.</i>	I can demonstrate healthy online behaviours and identify unacceptable behaviour.	I can take reasonable steps to avoid health problems caused by the use of technology and suggest strategies to prevent or reduce the problems, both physical and psychological.
		I can identify marketing elements designed to draw my attention.		I can identify marketing elements designed to draw my attention.	I can identify ways of reporting unacceptable online behaviour.	I can understand the legal responsibilities for disposal of technology and the environmental impact of doing so.
			I can identify stereotypes and their impact in a range of media.			
			I can make informed choices while making online choices, including making in-app purchases and clicking on adverts.			

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Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Citizenship	Digital rights, licensing and ownership	I can add my name to digital work.	I can explain when and how it is acceptable to use the work of others and why giving credit is a sign of respect.	I can understand that copying the work of others and presenting it as my own is plagiarism.	I can understand copyright and can explain the legal and ethical dimensions of respecting creative work, e.g. <i>exploring the ethical and legal ramifications of piracy and plagiarism and know that they are irresponsible and disrespectful</i> , and I can apply my understanding of the rules and regulations to different scenarios.	I can identify the key points required for creative work to be considered fair use and comply with data protection laws by exploring the legal and ethical considerations involved in using the creative work of others.
		I can identify that work belongs to others.	I can recognise watermarks and copyright symbols and understand why they are used.	I can cite sources when researching and explain the importance of this, e.g. <i>create simple lists for the referencing of digital and offline sources</i> .		I can act responsibly as creator and user of creative work, e.g. <i>exploring decisions that creators make when exercising their creative rights and responsibilities</i> , giving consideration to ethical, real-life issues.
				I can understand that images can be edited digitally and can discuss rights and permissions associated with this.	I can understand individuals' rights and responsibilities as creators and consumers of content, and I can think critically and make ethical decisions about the use of creative works in relation to fair use and reference using formal citation conventions, e.g. <i>Harvard and Oxford</i> .	

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Citizenship	Online behaviour and online bullying	I can make decisions based on what I like and dislike.	I can use digital technology to communicate and connect with others locally and globally.	I can demonstrate appropriate online behaviour and apply a range of strategies to protect myself and others from possible online dangers, bullying and inappropriate behaviour, e.g. <i>turn off comments on digital media, reporting, block users.</i>	I can act appropriately online, keeping myself safe and behaving in a responsible manner.	I can apply appropriate strategies to protect the rights, identity, privacy and emotional safety of both myself and others in online communities.
		I can communicate some of my feelings.	I can explain the differences between offline and online communication.	I can understand the risks and legal consequences of sending intimate images and content/sexting.	I can understand the implications of online actions, including my digital footprint and the legal implications of sharing inappropriate material.	I can 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.
		I am beginning to become aware of the feelings of others.	I can compose clear and appropriate messages in online communities and interact appropriately.  I can identify different forms of bullying, including online bullying, and suggest strategies for dealing with it, e.g. <i>follow the same rules when communicating face to face and online.</i>	I can recognise language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities.	I can understand that photographs, locations and tags can be tracked and can make informed decisions accordingly.	

# Digital Competence Framework

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 effectively.						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Interacting and collaborating	Communication	I can talk about different forms of online communication, e.g. e-mail, messaging, video call.	I can exchange simple online communication using one or more types of technology, e.g. e-mail or video call.	I can exchange online communications, making use of a growing range of available features, e.g. add attachments or hyperlinks, change formatting.	I can select and use different online communication tools for specific purposes with higher levels of competence, e.g. set up and manage an address book, organise contacts, use advanced features of e-mail provider (signature, auto reply, read receipt, widgets).	I can make use of and reflect on available online communication services for specific purposes, justifying selections made based on their appropriateness for delivery of information.
			I can explain the advantages of communicating electronically, e.g. time saving, cost effectiveness, ability to have multiple users communicating simultaneously.	I can show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each, e.g. explain when video conferencing may be more appropriate than e-mail, and vice versa; explain the pros and cons of using instant messaging in social contexts; talk about purpose and audience.		I can use mail merge for a relevant purpose to combine data from multiple sources.
	Collaboration	I can work with others to produce digital work.	I can use online collaborative platforms to create and edit a file, e.g. word processing, presentation tools and spreadsheets.	I can work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members, e.g. editing, commenting, viewing.	I can independently select and use a range of online collaboration tools to create a project with others in one or more languages, e.g. making use of online technology to share and present ideas to others.	I can reflect on choices of collaboration solutions, use them appropriately and comment on how this could be improved to meet aims of tasks.
	Storing and sharing	I can save and retrieve my digital work, e.g. clicking icons, within apps, camera roll.	I can save files to a specific location using an appropriate file name that is easily searchable.	I can create and share hyperlinks to local, network and online files.	I can use appropriate advanced file management techniques, e.g. version history, restore previous version, tagging, compression.	I can use online services to share appropriate content with a global audience, e.g. uploading content to public websites to share with specific audiences.
			I can save work using different processes to avoid the loss of work.	I can manage files and folders locally or online, e.g. move files to a folder.	I can show an awareness of simple encryption and its purpose, e.g. to send sensitive data more securely.	I can make informed choices about file types and understand compatibility issues, e.g. the difficulties of editing PDFs, differences between sound files.
				I can search for specific files.	I can manage links to files, taking permissions and file locations into account, e.g. some file storage systems will utilise dynamic hyperlinks so that if a file location is changed the links remain intact, whereas changing file location could result in a broken hyperlink.	
				I can upload files from a local drive to online storage.		

# Digital Competence Framework

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. 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.											
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5					
Producing	Sourcing, searching and planning digital content	I can identify steps to success in response to questions with support.	I can plan a digital task, identifying success criteria to support the process.	I can independently create and plan work before beginning a digital task.	I can select and effectively use a variety of planning techniques.	I can plan my digital work effectively and with increasing complexity.					
		I can explore familiar software.	I can develop strategies for finding specific information/media using different techniques and keywords.	I can adjust keywords and search techniques to find relevant information.	I can search a variety of sources using relevant search techniques with increased complexity.	I can consider the benefits and limitations of digital tools and information sources and of the results I produce and use these results to inform future judgements about the quality of my digital work.					
		I can find information, such as images, using keywords.		I can begin to reference sources used in my work, and consider if content is reliable.	I can independently use a range of complex searches, e.g. <i>and/or/+/-/not</i> .		I can search efficiently for information for my digital work and evaluate the reliability of sources of information, justifying opinions and reasons for choices, and I can reference work using appropriate methods.				
	Creating digital content	I can explore and use appropriate software to add text and images, exploring size and colour.	I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software as appropriate, such as: <ul style="list-style-type: none"> <li>• text and images, e.g. <i>change font type, size and style; highlight text to use cut, copy and paste; use bullet points; inserting images, crop and rotate</i></li> <li>• presentation, e.g. <i>add hyperlink using highlight; copy and paste; add, delete and reorganise slides.</i></li> </ul>	I can use a range of software to select, produce and edit a range of multimedia components for a purpose, such as: <ul style="list-style-type: none"> <li>• text and images, e.g. <i>format text (bold, underline, italics, highlight); insert and edit text boxes; columns; use refine tools (spellchecker, find and replace); word wrap; crop; alter size and shape; alter images; add effects; trim and split sound and video clips; transitions; onion skin</i></li> <li>• presentation, e.g. <i>page orientation; animations; transitions; remove and alter images; use background; use action buttons to create hyperlink; embed objects.</i></li> </ul>	I can use a range of software to select, produce and edit a range of multimedia components for a purpose, such as: <ul style="list-style-type: none"> <li>• text and images, e.g. <i>explore and use effectively image manipulation techniques; explore and use appropriately the many aspects of document layout; use animation, video and audio effects such as echo, tempo, envelope, layering, frame rate, key frames</i></li> <li>• presentation, e.g. <i>use design tools; adapt themes and colours to suit the purpose; create master templates.</i></li> </ul>	I can select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components for a range of audiences and purposes such as: <ul style="list-style-type: none"> <li>• text and images, e.g. <i>explore and use effectively image manipulation techniques; explore and use appropriately the many aspects of document layout; use animation, video and audio effects such as echo, tempo, envelope, layering, frame rate, key frames</i></li> <li>• presentation, e.g. <i>use design tools; adapt themes and colours to suit the purpose; create master templates.</i></li> </ul>	I can use a variety of software, tools and techniques to create a professional, individual or collaborative project outcome incorporating a range of multimedia components.				
								I can explore and use animation and video.	I can use keyboard commands such as shortcuts.	I can explore and develop a range of formal text document structures for different audiences and purposes.	I can create formal text documents for a professional audience, incorporating the use of collaborative review tools into activities.
								I can create simple digital work.	I can use software tools to enhance the outcomes for specific audiences.		I can use appropriate indexing and referencing tools to enhance documents.

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Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5		
Producing	Evaluating and improving digital content	I can comment on work in relation to a single success criterion.	I can give an opinion about my own work and suggest improvements based on the success criteria.	I can explain reasons for layout and content of my own work and the work of others.	I can justify the reasons for choices and explain the advantages and disadvantages of the different digital outputs I create.	I can justify reasoning to critical audiences in terms of layout and content of my digital work.		
				I can ensure my output is appropriate for specific purposes.			I can suggest and make improvements that are relevant for audience and purpose, based on feedback and self-evaluation of my digital work.	I can refer appropriately to sources of information used in my digital work.
				I can comment on reasons for layout and content.				
				I can invite feedback/responses from others, e.g. use 'comment' in online platforms, asking questions or adding suggestions.				
				I can create groups and share work between them to allow review of digital content.				

# Digital Competence Framework

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.						
Through these elements learners will understand the importance of data and information literacy, and 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.						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Data and computational thinking	Problem-solving and modelling	I can identify, create and follow sequences and patterns in everyday activities.	I can break down a problem to predict its outcome.	I can create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae.	I can create a simple model or self-contained algorithm.	I can independently create and design models, and explain how they represent real-world problems, e.g. <i>selecting and correctly using an appropriate method for illustrating a problem, such as a flowchart or spreadsheet.</i>
		I can recognise and follow instructions in the appropriate order to perform a task.	I can detect and correct mistakes which cause instructions (a solution) to fail (debug).	I can understand the importance of the order of statements within algorithms.	I can identify the different parts of an algorithm to determine their purpose.	I can develop logical solutions to determine the input, outputs and processes of a program, e.g. <i>following pseudocode or a flowchart to come to an outcome, developing a written sequence of steps that could be followed.</i>
		I can organise, select and use simple language to give instructions to others.	I can create and record verbal, written and symbolic instructions to test ideas, e.g. <i>the order of waking up through a diagram or flowchart.</i>	I can change instructions to achieve a different outcome.	I can identify repeating patterns within an algorithm and use iteration to make the algorithm more efficient.	I can demonstrate the benefits of compartmentalising sections of a problem (using functions/procedures).
		I can control devices giving instructions.	I can identify repetitions or loops in a sequence, e.g. <i>identify where to shorten a set of instructions by repeating steps, for instance when learning a new song.</i>		I can detect and correct errors in algorithms.	
		I can identify errors in simple sets of instructions (algorithm).				
	Data and information literacy	I can collect data found in my environment.	I can collect, enter, organise and analyse data into different groups or formats, e.g. <i>tables, charts, databases and spreadsheets.</i>	I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation.	I can create a data capture form, capture data, search data and create a database and spreadsheet with appropriate data input method.	I can use appropriate programs to produce statistical evidence based on my own collected data/identified scenario and justify reasoning.
		I can sort and classify objects using one criterion.	I can extract and evaluate information from tables and graphs to answer questions.	I can use a range of spreadsheet formulae, e.g. <i>+ - / x, sum, average, max, min.</i>	I can perform analysis on simple data sets including grouping data as appropriate.	I can use my data to explain and add validity to conclusions and, where possible, modify conclusions and/or hypothesis.
		I can present and evaluate my data by creating simple charts, e.g. <i>pictogram.</i>			I can analyse large data sets and identify trends where appropriate.	