

## Essential Digital Literacy Skills (EDLS) Specification

Essential Digital Literacy Skills Entry Level 1		Comments/rationale for change	Amplification
<b>DLE1.1 Digital Responsibility</b>			
Learning outcome:	Candidates need to know how to:		Amplification
Be able to access a digital device	<ul style="list-style-type: none"> <li>a) turn on and turn off a digital device;</li> <li>b) use a security feature to access the device e.g. password, passcode, fingerprint; etc.</li> </ul>	etc is not needed after e.g.	<p>Learners should be able to independently turn on and turn off a digital device.</p> <p><b>Digital device:</b> e.g. tablet, netbook, laptop, mobile phone, wearable technology</p> <p><b>Security feature:</b> e.g. password, passcode, fingerprint, face recognition</p>
Know how to stay safe online	<ul style="list-style-type: none"> <li>c) state ways of keeping safe online.</li> </ul>		<p>Learners need to know of ways to protect themselves and their devices: e.g. not sharing passwords or passcodes, closing apps when finished.</p> <p>Learners need to be aware of the need to be respectful to others online: e.g. not sending malicious messages, not sharing personal information with others.</p>
<b>DLE1.2 Digital Productivity</b>			
Learning outcome:	Candidates need to know how to:		Amplification
Be able to open a file	<ul style="list-style-type: none"> <li>a) open a file;</li> </ul>		<p>Learners need to be able to open a file on a device which is familiar to them.</p> <p><b>File:</b> e.g. word document, digital notepad, image</p>

Be able to use an a keyboard/interface on a digital input device	b) demonstrate an ability to make changes using an input device use a keyboard or interface to input information. make changes using an input device.	The term 'input device' is outdated. This has been changed to keyboard/interface.	<b>Keyboard/interface:</b> e.g. keyboard, touch screen, touch pad, remote control, mouse
Be able to present information digitally	b) present at least one piece of information for the task in a digital format.		<b>Digital format:</b> e.g. text, image, audio, video
<b>DLE1.3 Digital Information Literacy</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to identify a Know a digital source of information	a) identify a digital source of information.	'Be able to identify' is better written as 'know'	<b>Digital source:</b> e.g. online news, media outlet, social media, e-book, video, podcast
<b>DLE1.4 Digital Collaboration</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to use digital tools to collaborate with others	a) use digital tools to collaborate with others to complete a task.		<b>Digital tools:</b> e.g. emails, instant messages, social media sites, collaboration platforms
<b>DLE1.5 Digital Creativity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to enhance a digital resource	a) use the creative features of digital tools to enhance a	The standard is about using digital tools for creative solutions.	Learners need to consider how changing the digital resource can improve it. <b>Creative features of a digital tool:</b> e.g. applying

	digital resource. or artefact	The word change clarifies that the enhancement may include more techniques than just making the resource look attractive.	colour, changing fonts, adding an image, using auto enhance features on a photo, applying formatting features, adding borders to cells on a spreadsheet
<b>DLE1.6 Digital Learning</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Know opportunities for digital learning	a) list digital devices and tools that can be used for learning.	The value of this strand has diminished since the design principles were originally introduced as digital learning is now well established.	

<b>Essential Digital Literacy Skills</b>		<b>Comments/rationale for change</b>	<b>Amplification</b>
<b>Entry Level 2</b>			
<b>DLE2.1 Digital Responsibility</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to keep yourself own device, digital content and identity safe in a digital world	a) configure use security settings to keep yourself safe in a digital world (e.g. passwords, fingerprints, passcodes etc.).	The changes expand on what is meant by 'keeping yourself safe'. It is about preventing others from accessing your device and any digital content, and about protecting yourself from the consequences.	<b>Security settings:</b> e.g. using strong passwords, fingerprints and passcodes, marking social media accounts as private

Be able to open and respond to <b>personal digital</b> messages	<p>b) open and respond to <b>a personal file, email or message and respond to the personal file, email or message</b> digital messages;</p> <p>c) use appropriate language and behaviour.</p>	<p>'Personal' will be removed from the learning outcome as it limits the types of messages to which a learner (with digital skills at any level) may be required to respond.</p> <p>The term 'digital message' encompasses all formats of digital communication.</p>	<p><b>Digital messages:</b> e.g. email, instant message, social network. These may be messages from friends or colleagues.</p> <p><b>Appropriate language:</b> e.g. greetings, consideration of the recipient (are they familiar)</p> <p><b>Appropriate behaviour:</b> e.g. choosing who to respond to</p>
<b>Be able to Know how</b> to access transaction-based online services	d) <b>use an online tool list tools that can be used</b> to carry out online transactions	This can only be assessed as knowledge	<b>Transaction-based online services: e.g.</b> paying a bill, completing an in-app purchase, booking a place at an event, redeeming a voucher, making a request for services
Know how to stay safe online	e) list ways of keeping yourself safe in a range of contexts (including messages, social media and websites)		<b>Ways of keeping safe:</b> e.g. protecting their passwords; what content is appropriate to post online; how to make messages visible only to selected audiences; how some messages can pose security risks to themselves, their data and their devices; protecting wellbeing of themselves and others.
<b>DLE2.2 Digital Productivity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to create and save a file	a) create and save a file;		<p><b>Create:</b> this may be making a new file or renaming an existing file</p> <p><b>File: e.g.</b> text document, spreadsheet, presentation document, image, audio, video</p>
Be able to enter and present digital information	<p>b) enter basic digital information</p> <p>c) use basic formatting</p>		<p><b>Digital information:</b> e.g. text, images, numbers, audio, video</p> <p><b>Basic formatting:</b> e.g. changing fonts and colours,</p>

	techniques to present digital information.		adding headings, adding borders, editing images, audio and video
Be able to identify basic digital hardware technologies	d) identify basic digital hardware technologies	'Digital technology' is now the preferred term to 'hardware'.	<b>Digital technologies:</b> e.g. laptops, tablets, mobile phones, monitors, keyboards, printers, scanners, wearable devices, virtual reality kits, eye gaze, robotics
<b>DLE2.3 Digital Information Literacy</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to locate digital information	a) locate information from a given digital source		<b>Digital source:</b> e.g. website, photo or video sharing site, media outlet, social media, e-book, video, podcast, online newspaper/magazine
<b>DLE2.4 Digital Collaboration</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to use digital tools to collaborate with others	<ul style="list-style-type: none"> <li>a) identify digital collaborative tools</li> <li>b) communicate digitally with a team others to plan a task</li> <li>c) work online synchronously (in real time) with others to complete the task</li> </ul>	In b) this has changed from 'team' to 'others' to match the learning outcome. In c) 'real time' has been removed as this is now considered superfluous.	<p><b>Digital collaborative tools:</b> e.g. emails, instant messaging, social media sites, shared online files, video calling, video announcement/messaging software, shared classroom</p> <p><b>Online synchronously e.g.</b> communicating via shared online files, video calling, instant messaging, mind-mapping</p>
<b>DLE2.5 Digital Creativity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to create/edit a digital resource	<ul style="list-style-type: none"> <li>a) choose appropriate creative tools</li> <li>b) use creative tools features of digital</li> </ul>	The standard is about using digital tools for creative solutions. The word change clarifies	<p><b>Creative tool:</b> any tool that can be used to edit word documents, spreadsheets, presentations, images, audio or video</p> <p><b>Creative features of digital tools:</b> formatting</p>

	tools to create and/or edit a digital resource	that the enhancement may include more techniques than just making the resource look attractive. It is not the tool that is creative but the solution.	(bold centre, bullets), sequencing, adding or editing sound, adding or editing images
<b>DLE2.6 Digital Learning</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Know opportunities for digital learning	a) give examples of skills and knowledge that can be learned using digital tools.	The value of this strand has diminished since the design principles were originally introduced as digital learning is now well established.	

<b>Essential Digital Literacy Skills</b>		<b>Comments/rationale for change</b>	<b>Amplification</b>
<b>Entry Level 3</b>			
<b>DLE3.1 Digital Responsibility</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Demonstrate-Know how to interact safely in a digital world	a) outline how to interact safely and appropriately in a digital world in a range of contexts (including using social media, messages, websites and online transactions)	This is very hard for a learner to <b>demonstrate</b> in a task. This has been changed to a knowledge LO learners are required to evidence that they know <b>how</b> to stay safe.	This could include, but is not restricted to: <ul style="list-style-type: none"> <li>Using complex passwords and changing these regularly</li> <li>Checking security features on websites (e.g. padlock symbol)</li> <li>Being selective with contacts and followers on social media sites</li> <li>Using private browsing appropriately</li> </ul>

Know what is meant by a digital footprint	b) state what is meant by a digital footprint		This could include, but is not restricted to: <ul style="list-style-type: none"> <li>personal information used to register for online services</li> <li>photos/videos individuals have posted online or have been tagged into <ul style="list-style-type: none"> <li>data left behind by users on digital services</li> </ul> </li> </ul>
<b>DLE3.2 Digital Productivity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to organise and store digital information	a) create basic folder structures to store information b) <b>organise manage files in and</b> folders appropriately c) <b>access digital data add and retrieve information from the folder structure</b>	b) manage files and folders can only be assessed over a longer period of time. It is important that learners know how to organise files in folders. c) The interpretation of what is meant by digital data has moved on since the design principles were introduced. Learners need to be able to access information from the folder structure regardless of the nature of the information.	<b>Folders:</b> e.g. in email account, device or cloud storage, online collaborative tools <b>Files:</b> e.g. word documents, images <b>Add and retrieve information:</b> learners should be able to access the information/data that they have stored in their folder structure.
Be able to create and present digital information	d) identify digital tools, technologies and techniques to present digital information e) use appropriate	Including the word 'editing' ensures the inclusion of a range of file types. 'Formatting' may suggest the use of a word document	<b>Digital technologies:</b> devices used <b>Digital tools:</b> applications <b>Digital techniques:</b> how the devices and tools are used <b>Formatting/editing:</b> e.g. font size type and style;

	formatting/editing techniques to present digital information	rather than any other file type.	adding colours, headings, borders and shading, editing images, audio and video
<b>DLE3.3 Digital Information Literacy</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to select digital information	<ul style="list-style-type: none"> <li>a) search for appropriate digital information</li> <li>b) identify reliable resources and give reasons why they are reliable</li> </ul>		<b>Reliable:</b> e.g. valid, fit for purpose, current, relevant, accurate, the correct authority and purpose
Be able to use digital information	<ul style="list-style-type: none"> <li>c) use appropriate digital information to complete a task</li> </ul>		
<b>DLE3.4 Digital Collaboration</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Know how digital collaboration can be useful when carrying out a task. Know when to use digital collaboration when carrying out a task	<ul style="list-style-type: none"> <li>a) outline how online collaboration and communication can be useful when carrying out a task. outline when digital collaboration can be useful;</li> <li>b) list advantages and disadvantages of different methods of</li> </ul>	a) As digital collaboration is much more widely used it is not considered that this has the same value that it did when the design principles were introduced. It is more important that the learner knows <u>when</u> collaboration can be useful.	<b>Digital collaboration:</b> e.g. working online together towards a defined goal; <b>Digital communication:</b> e.g. conveying or exchanging digital information



	digital collaboration and communication.		
Be able to use appropriate digital tools to collaborate with others	<ul style="list-style-type: none"> <li>c) identify and use appropriate synchronous (real time) and asynchronous methods to collaborate and communicate online digitally to complete a task;</li> <li>d) outline reasons for the methods used.</li> </ul>	The term 'real time' is now considered superfluous. The term digital communication is better than online communication as you do not have to be online to communicate digitally (consider basic mobile phones).	<p><b>Synchronous:</b> real time</p> <p><b>Asynchronous:</b> deferred time</p> <p><b>Digital tools:</b> e.g. video call, email, instant messaging, social media, forums, video announcement/messaging software, shared classroom</p>
<b>DLE3.5 Digital Creativity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to create a multimedia-digital resource.	<ul style="list-style-type: none"> <li>a) choose appropriate digital tools for a specific purpose;</li> <li>b) use digital tools creatively to produce a multimedia resource use creative features of digital tools to create and/or edit a digital resource or artefact.</li> </ul>	<p>The complexity of the resource produced does not need to be defined by the term 'multimedia'</p> <p>The standard is about using digital tools for creative solutions.</p> <p>The word change clarifies that the enhancement may include more techniques than just making the resource look attractive.</p>	<p><b>Digital tools:</b> e.g. word processing software, email, instant messaging, social media, forums, video announcement/messaging software, shared classroom</p> <p><b>Creative features:</b> e.g. templates</p> <p><b>Digital resource:</b> this must include at least two different media e.g. text, images, audio, video, charts, graphs, hyperlinks</p>

DLE3.6 Digital Learning			
Learning outcome:	Candidates need to know how to:		Amplification
Know how digital literacy can extend learning opportunities	<ul style="list-style-type: none"> <li>a) identify appropriate digital tools to support specific learning activities;</li> <li>b) list digital tools to access and evidence learning experiences;</li> <li>c) outline what went well when using digital learning tools.</li> </ul>	The value of this strand has diminished since the design principles were originally introduced as digital learning is now well established.	

Essential Digital Literacy Skills Level 1		Comments/rationale for change	Amplification
DLL1.1 Digital Responsibility			
Learning outcome:	Candidates need to know how to:		Amplification
Understand the importance of digital responsibility	<ul style="list-style-type: none"> <li>a) outline the risks associated with interacting online;</li> <li>b) outline how to report the importance of reporting inappropriate interactions and/or content;</li> </ul>	It is important that the learner understands the importance of reporting inappropriate actions/content. How you report these would vary according to the situation/context.	This could include: <ul style="list-style-type: none"> <li>a) risks               <ul style="list-style-type: none"> <li>• giving too much personal information</li> <li>• not being certain of the true identity of the person with whom the individual is interacting</li> </ul> </li> <li>b) reporting               <ul style="list-style-type: none"> <li>• inappropriate interactions and content can be blocked/removed</li> </ul> </li> </ul>

	<p>c) give examples of methods of staying safe in a digital world;</p> <p>d) outline personal responsibility to others in a digital world.</p>		<ul style="list-style-type: none"> <li>those responsible for the content can take further action</li> </ul> <p>c) staying safe</p> <ul style="list-style-type: none"> <li>increasing the complexity of passwords</li> <li>not using the same password for multiple purposes</li> <li>changing the password regularly</li> <li>using checks to ensure that websites are safe (padlock symbol)</li> <li>not responding to emails or opening links where the source is unknown</li> <li>only using private browsing in appropriate ways</li> </ul> <p>d) responsibility to others</p> <ul style="list-style-type: none"> <li>avoiding putting others' reputation at risk</li> <li>not sharing the data (including images) of others (data protection)</li> </ul>
<p>Be able to work safely in a range of digital environments with a range of digital tools</p>	<p>e) use appropriate tools and techniques to work safely in the digital world;</p> <p>f) use appropriate language and behaviour.</p>	<p>The term 'digital environments' is outdated.</p>	<p><b>Digital tools:</b> e.g. anti-virus software, using spam folder in email software</p> <p><b>Digital techniques:</b> e.g. not responding to, or forwarding, suspicious emails; exchanging data and information securely</p> <p><b>Appropriate language and behaviour:</b> e.g. correct formality, clear of ambiguity with regard to tone, considered use of emoticons</p>
<p>Understand how to manage a personal digital footprint</p>	<p>g) state appropriate methods to manage a digital footprint;</p> <p>h) outline how online information can</p>		<p><b>Managing a digital footprint:</b> checking and managing privacy settings on social media sites, monitoring sites where personal information may be held,</p> <p><b>Impact of online information:</b> this may be</p>

	<p>impact on self and others;</p> <p>i) State the impact of cookies and website tracking.</p>		<ul style="list-style-type: none"> <li>Negative- e.g. where inappropriate messages and images are visible, impacting on career prospects</li> <li>Positive- e.g. where career prospects can be enhanced by self-promotion</li> </ul> <p><b>Impact of cookies and website tracking:</b> e.g. how companies use these to monitor interests and shopping habits</p>
<b>DLL1.2 Digital Productivity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to organise, store, share and protect digital information	<p>a) organise folder structures to store information;</p> <p>b) manage files in folders efficiently;</p> <p>c) identify methods of securing and protecting digital information;</p> <p>d) store and access digital data.</p>	<p>c) 'protect' is used to match the term used in the learning outcome. No reference to sharing in the second column. This LO is all about file storage, access and protection.</p>	<p><b>Organising folder structure:</b> e.g. the use of at least two levels of folder hierarchy within an email client, device or cloud storage, online collaborative tools; logical naming of folders</p> <p><b>Managing files:</b> e.g. grouping files in appropriate folders, giving files appropriate names</p> <p><b>Protecting digital information:</b> e.g. password protection, using permissioning when sharing digital information</p> <p><b>Store and access digital data:</b> e.g. retrieving information when required, downloading data/information, being aware of data protection measures e.g. by non-inclusion of personal details unless the file (s) is suitably protected</p>
Understand how to maintain devices and resolve common digital issues	<p>e) identify a common digital problem and solution State how to maintain a digital device and resolve</p>	<p>e) and f) These do not currently meet the learning outcome. The use of the term 'basic infrastructure' does not provide clear</p>	<p><b>Maintaining a digital device:</b> e.g. checking for software updates, removing apps or data no longer used, efficient use of battery</p> <p><b>Common digital issues:</b> e.g. frozen devices, apps not working, no internet connection, lack of mobile</p>

	<p>common digital issues.</p> <p>f) Identify the basic infrastructure of common digital devices and outline issues and simple procedures to resolve these.</p>	<p>guidance on expectations. At this level it is about looking after a device, checking for updates, apps not functioning, efficient battery usage, connectivity. We have combined the two criteria.</p>	<p>data, lack of credit</p>
<p>Be able to use digital tools and technologies and tools to complete a task</p>	<p>g) select and use at least one appropriate digital technology and one appropriate digital tool to complete a task or solve a problem.</p>	<p>The term 'technology' ought to come before 'tool' as the tool is part of the technology.</p>	<p><b>Digital technology:</b> this needs to be independently selected and should have the required functionality for the task  <b>Digital tool:</b> the tool chosen, such as the software, should be appropriate for the task</p>
<b>DLL1.3 Digital Information Literacy</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
<p>Be able to efficiently search efficiently for and save digital information</p>	<p>a) use suitable keywords or phrases to search for information to complete a task or solve a simple problem;</p> <p>b) save the information for efficient retrieval.</p>	<p>In its current form, it is asking the learner to efficiently save and this would be hard to evidence (and is a split infinitive). They need to be able to carry out efficient searches, which can be evidence.</p>	<p><b>Search efficiently:</b> using specific not generic terms, disregarding short words such as 'the' and 'in' in the search  <b>Save digital information:</b> e.g. saving a link to a website, bookmarking websites</p>

<p>Know why a digital source of information is reliable and relevant</p>	<p>c) give reasons why the located source of information is reliable and relevant; d) state why search result order does not determine reliability and relevance.</p>		<p><b>Reasons why the information is reliable and relevant:</b> this should include reference to currency, relevance, accuracy, authority and purpose <b>Search result order:</b> the effect of sponsorship (adverts) and other organisational influences, frequency of 'hits'</p>
<p>Be able to retrieve and use digital information to complete a task</p>	<p>e) retrieve and use digital information which is in a suitable format for a target audience to complete a task.</p>	<p>The wording used for e) would be clearer if it mirrored the learning outcome.</p>	<p><b>Use digital information:</b> use facts and ideas from the information and include these in their own digital resource</p>
<p><b>DLL1.4 Digital Collaboration</b></p>			
<p><b>Learning outcome:</b></p>	<p><b>Candidates need to know how to:</b></p>		<p><b>Amplification</b></p>
<p>Understand how digital collaboration can enhance practice the range of digital collaborative tools that can be used in personal or professional practice.</p>	<p>a) outline how digital collaborative tools could be used to enhance personal and professional practices the digital collaborative tools that could be used for personal and professional practice; b) identify potential benefits and risks of digital collaborative</p>	<p>This learning outcome has been updated as the use of digital collaborative tools in personal and professional life is well established. The learner needs to know which are the best/most appropriate tools for personal and professional practice. They need to understand secure and ethical ways of working collaboratively with their</p>	<p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>• the use of professional social networking sites to enhance personal and professional networking</li> <li>• setting up groups or pages for small enterprises or charity groups</li> <li>• outlining how a particular collaborative tool can be used and any benefits of using that tool</li> <li>• identifying benefits and risks for a range of digital collaboration tools. Benefits may include: cost efficiency, time efficiency, increased productivity, accessibility</li> </ul>

	<p>tools and their use security and ethical considerations when working collaboratively.</p>	<p>digital tools.</p>	<p>Risks may include: security risk around privacy settings used, inappropriate sharing and editing of work, connectivity problems accessibility <b>Security and ethical considerations:</b> e.g. restricting access to collaborative process, removing access to documents on completion, not sharing sensitive data or other digital resources, obtaining permission where necessary</p>
<p>Be able to digitally collaborate effectively and efficiently with a digital team with others</p>	<p>c) identify opportunities to collaborate using online digital tools to complete a task or solve a simple problem; d) demonstrate effective and efficient synchronous (real time) and asynchronous digital methods of digitally collaborating with an online team others to complete a task or solve a problem; e) Review the selected methods of collaborating.</p>	<p>The learning outcome has been amended to ensure that the collaboration is digital. As it stands they could write a physical letter to a digital team. The term 'digital tools' is more appropriate than 'online tools' as it is not necessary to be online to use a digital tool. In d) removal of 'real time' as this is superfluous. In d) this amendment makes it clear that the learner needs to digitally collaborate In e) 'of collaborating' has been added for clarity.</p>	<p><b>Digital tools:</b> e.g. shared online documents, video calling, emails, instant messages, forums, collaborative platforms <b>Synchronous methods:</b> real time <b>Asynchronous methods:</b> may be a delayed response (some asynchronous methods may also be considered as synchronous) <b>Effective and efficient methods of digitally collaborating:</b> e.g. use of features within the tool to aid collaboration such as chat panes, emoticons, liking posts, voting, sharing links <b>Review:</b> e.g. ease of access, ease of use, features available</p>

DLL1.5 Digital Creativity			
Learning outcome:	Candidates need to know how to:		Amplification
Be able to demonstrate how digital creativity can be used to complete tasks	a) use an appropriate creative digital approach to complete a task.		<p><b>Creative digital approach:</b> using at least one digital tool, at least two creative features of the tool and at least four techniques to produce a digital resource</p> <p><b>Creative features:</b> e.g. images, tables, sound</p> <p><b>Techniques:</b> e.g. editing images, use of colour schemes, adding hyperlinks, templates, timings</p> <p><b>Complete a task:</b> the resource produced should be appropriate for the purpose and audience. All features of the resource should be clear and working</p>
Be able to outline why a specific digital approach has been used	b) describe the reasons for using the digital approach, and its creative impact impact for a specific audience.	<p>Replacing 'specific' with 'digital' makes it clear that a digital approach is required rather than anything more generic.</p> <p>b) digital is added to strengthen the criteria in line with the amended learning outcome</p> <p>Reference to the audience is added so it is clear that the approach used creates a resource that is fit for purpose. This addition will mean that the following learning outcome is no longer required.</p>	<p><b>Reasons:</b> e.g. the purpose, accuracy, quality, design and accessibility of using the approach chosen; the impact on the audience with reference to how the approach met particular needs and/or preferences.</p>



<p>Be able to identify ways in which digital creative processes can help specific audiences</p>	<p>e) identify how an approach/resource is developed using digital creativity and its potential impact on an audience.</p>	<p>See the final point above.</p>	
<p><b>DLL1.6 Digital Learning</b></p>			
<p><b>Learning outcome:</b></p>	<p><b>Candidates need to know how to:</b></p>		<p><b>Amplification</b></p>
<p>Understand how digital literacy can extend learning opportunities</p>	<p>a) identify a range of appropriate digital technologies/tools which extend learning opportunities;</p> <p>b) indicate personal digital learning requirements and preferences;</p> <p>c) identify how digital technologies /tools improved the learning experience;</p> <p>d) identify common problems encountered when using digital tools/technologies and indicate how these could be overcome.</p>	<p>The value of this strand has diminished since the design principles were originally introduced as digital learning is now well established.</p>	

Essential Digital Literacy Skills Level 2		Comments/rationale for change	Amplification
<b>DLL2.1 Digital Responsibility</b>			
Learning outcome:	Candidates need to know how to:		Amplification
Understand the importance of digital responsibility in different digital communities. and environments.	<ul style="list-style-type: none"> <li>a) describe the risks when interacting in a digital environment digitally</li> <li>b) describe ways of staying safe in a wide range of digital communities and environments;</li> <li>c) describe potential consequences of inappropriate or unlawful online activity.</li> </ul>	<p>The terminology has been updated. Digital environment is not a term that is commonly used now. 'Digital communities' should cover all situations. a) can be refined to just 'interacting digitally' as the learner should know the risks of interacting digitally at all times. b) 'environments' has been removed as this is a term not commonly used.</p>	<p><b>Digital Communities:</b> e.g. workplace, local community, leisure  <b>Risks: e.g.</b> Downloading or uploading inappropriate material (intentionally or unintentionally); sharing sensitive data and personal content; downloading malware or computer viruses; using copyrighted content  <b>Ways of staying safe:</b> e.g. Using anti-virus software; only downloading from, and uploading to, trusted sites; encrypting sensitive information; checking usage rights of online material; using appropriate e-payment methods; checking digital footprint  <b>Potential consequences</b> of, for example, downloading and distributing copyrighted material, inappropriate postings to family and friends, being tagged in inappropriate postings from others, using inappropriate personal email addresses</p>
Be able to choose select and use the most appropriate tools and techniques to work safely for a specific purpose	<ul style="list-style-type: none"> <li>d) select and use the most appropriate tools and techniques to work safely for a specific purpose.</li> </ul>	<p>The learner needs to show that they need to do more than just choose a tool they need to be able to use the tool at this level.</p>	<p><b>Tools to work safely:</b> e.g. search engines, anti-virus software, data sharing tools  <b>Techniques to work safely:</b> e.g. setting permissions on shared resources; adjusting security settings when browsing; setting permissions and encrypting information; using 'bc' when emailing multiple addressees</p>

Be able to review a personal digital footprint	e) conduct a review of personal digital footprint.		<b>Digital footprint:</b> active (knowingly shared), passive (not the individual's intention), personally identifiable (linked to the individual's name), anonymous (generic data collection)
<b>DLL2.2 Digital Productivity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to organise, store, share and protect digital information	a) construct appropriate folder structures to manage projects and store information; b) <del>manage</del> <del>organise</del> personal and professional files and folders; c) identify <del>and evaluate,</del> <del>use and review</del> appropriate methods of <del>protecting-securing</del> digital information. d) <del>store digital</del> <del>information in a</del> <del>systematic way to</del> <del>support easy access.</del>	b) the term 'manage' suggests an activity carried out over a longer period of time. The term organise is more appropriate for assessment purposes. d) is covered by a) and b) and can be removed c) the learning outcome requires the learner to protect digital information so the assessment criteria needs to include the word 'use' somewhere. They should review the method used. d)They have already evaluated methods of protecting information in Digital Responsibility	<b>Folder structure:</b> this should include a folder and subfolders e.g. within email software, device or cloud storage, online collaborative tools. <b>Naming:</b> appropriate names should be used for folders and files to enable efficient retrieval of information <b>Protecting digital information:</b> e.g. password protecting information, adjusting permissions when sharing information (rights for editing, commenting or viewing only) <b>Review methods of protecting information:</b> e.g. ease of application for both owner and individual with whom the information is being shared; the strength of the method; when it would be more appropriate to encrypt the information
<del>Be able to</del> <b>Understand how to</b> maintain devices and resolve common digital problems	e) <del>describe the basic</del> <del>configuration of</del> <del>common digital</del> <del>devices;</del> d) <del>assess and resolve</del>	The learning outcome in its current form is quite hard to assess within a task. It would be better changing it to a knowledge outcome.	Common digital problems: <ul style="list-style-type: none"> <li>• Poor/no internet connection use of Wi-Fi hotspot/tethering (knowledge of contract restrictions)</li> <li>• Software updates not available to different</li> </ul>

	Describe common digital problems and how they are resolved.	e) should be removed as it does not meet the learning outcome (before or after the change)	platforms/operating systems (use of web-based apps) <ul style="list-style-type: none"> <li>• Display not accessible/ does not accommodate specific needs (use of inverted colours, readers)</li> <li>• Poor device performance (keeping device in optimal environmental conditions, disc clean up, removing unused apps)</li> </ul>
Be able to assess, select and use appropriate digital technologies and tools to complete a task or solve a problem	<p>e) <del>assess and</del> select the most appropriate digital technologies and tools to complete a task or solve a problem;</p> <p>f) review and evaluate choices;</p> <p>g) use the selected digital technologies and tools to complete a task or solve a problem.</p>	The term 'select' encompasses 'assess'.	<p><b>Digital technology:</b> Which devices are available to use, which is the most appropriate for a specific task</p> <p><b>Digital tools:</b> Which tools could be used for a specific task, such as finding, storing or sharing information, collaborating on a project</p> <p><b>Review and evaluate choices:</b> e.g. in terms of functionality and availability of appropriate software, cost; which tool, technology might be preferable if available</p> <p><b>Use selected digital technology(s) and tools:</b> use appropriate technologies and tools to complete a task</p>
<b>DLL2.3 Digital Information Literacy</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to efficiently search for, refine, assess and organise digital information	<p>a) carry out a refined search using appropriate keywords or phrases;</p> <p>b) assess the digital information for currency, relevance, authority, accuracy</p>		<p><b>Refined search:</b> e.g. narrowing by language, location, time frame, usage rights</p> <p><b>Assess digital information:</b></p> <ul style="list-style-type: none"> <li>• Currency – when was the information published? When was the website content updated? Do the links work on the website?</li> <li>• Relevance – Is the information relevant for the given task?</li> </ul>

	<p>and purpose;</p> <p>c) define the term 'Search Engine Optimisation';</p> <p>d) organise and classify digital information into a structured format to complete a task or solve a problem.</p>		<ul style="list-style-type: none"> <li>• Is it written for a suitable audience? Does it give enough/too much depth?</li> <li>• Authority – Who wrote the information? Is there likely to be bias? Do they have expertise in that area? Are they referenced anywhere else? Are they connected to a well known organisation or body?</li> <li>• Accuracy – Is factual content accurate? Is there a bibliography? Can the information be verified elsewhere?</li> <li>• Purpose – Is the information appropriate for the purpose of the task (e.g. is a Blog always/ever factual?) Is the information objective (without political, cultural, religious bias)?</li> </ul> <p><b>Structured format:</b> e.g. cloud storage (with appropriately named files and folders), desktop storage (with appropriately named files and folders), social bookmarking, video playlist, online/offline photo storage in albums/collections. The information should be organised in a way that makes retrieval a quick and easy process. There needs to be an awareness that some information can only be retrieved on certain devices with particular software.</p>
<p>Be able to retrieve and use digital information to complete a task or solve a problem</p>	<p>e) retrieve and use digital information which is in a suitable format for a specified target audience <b>and purpose</b>, to complete a task or solve a problem.</p>	<p>The addition of 'and purpose' ensures that the format is appropriate for a specified purpose not just the audience.</p>	<p><b>Specified target audience and purpose:</b> e.g. appropriate for adults or young people; the work place, community groups or wider population; promoting or informing</p>

DLL2.4 Digital Collaboration			
Learning outcome:	Candidates need to know how to:		Amplification
Understand how digital collaboration can enhance be used in personal and professional practice	<ul style="list-style-type: none"> <li>a) describe how digital collaborative tools could be used to enhance in personal and professional practices;</li> <li>b) describe potential benefits and risks of digital collaborative tools and their use, including ethical considerations;</li> <li>c) compare a range of digital online collaborative tools (at least three synchronous and three asynchronous).</li> </ul>	<p>It's hard for a learner to consider how professional practice can be enhanced if they are not actually in professional practice at the time. They do need to understand the application of digital collaboration in personal and professional practice.</p> <p>c) 'digital' replaces 'online' as collaboration is possible without being online.</p> <p>The range statement has been removed as this is not included anywhere else in the design principles.</p> <p>Ethics has been included at Level 2 and 3 as well as level 1</p>	<p><b>Use of digital collaborative tools in personal and professional practices:</b> e.g. professional social networking site for job seeking and enhancing professional status; setting up and managing groups or pages for small enterprises or charity groups</p> <p><b>Benefits and risks:</b> e.g. productivity, ease of communication, relationships inside and outside of the workplace, financial, security, unintentionally sharing information on screen</p> <p><b>Ethical considerations:</b> e.g. should people be made to switch on their cameras during calls; should conversations be recorded; should recordings and transcripts be saved?</p> <p><b>Compare digital collaborative tools:</b> e.g. whether the tool is synchronous, asynchronous (or both), can it be used for written or spoken communication (or both), cost, information from user reviews</p>
Be able to collaborate on line effectively and efficiently to use digital collaboration effectively and efficiently	<ul style="list-style-type: none"> <li>d) identify and assess opportunities to complete a task or solve a problem by using digital collaborative online tools and techniques;</li> <li>e) select a combination of digital methods of</li> </ul>	<p>The wording of the LO has been changed to include the term 'digital collaboration rather than 'online'</p> <p>d) and f) 'digital' has replaced 'online' as collaboration is possible without being online.</p>	<p><b>Select digital collaborative tool(s):</b> e.g. learners should be able to select a combination of tools appropriate for the aspect of the task</p> <p><b>Digital techniques:</b> a range of features of the digital tools should be used to maximise their use and improve the process e.g. screen sharing, sharing reactions, use of chat; 'miro' boards 'jamboards', 'mindmapping' to facilitate planning;</p>

	<p>communicating tools and techniques of to communicating communicate with a team others to complete a task or solve a problem;</p> <p>f) collaborate online digitally using a range of synchronous and asynchronous digital tools and techniques to complete the task or solve the problem;</p> <p>g) Reflect on the collaborative process.</p>	<p>Many digital collaborative tools have a range of techniques available to them and these can be used to differentiate between the levels. At level 2 they should be able to employ a range of techniques, so 'techniques' has been added to the criteria.</p> <p>e) the use of 'tools and techniques' provides greater clarity than 'methods'.</p> <p>f) "Range of" has been removed as while it is important they have the knowledge of a range of tools, they should not really have to demonstrate more than 2, otherwise the task can become unmanageable.</p>	<p>polling and brainstorming to gauge opinion; quizzes to engage viewers</p> <p><b>Reflect on the collaborative process:</b> this should include a review of the whole process, including the tools and techniques used, how well the individuals collaborated e.g. did they focus on the task or concentrate on irrelevant points.</p>
<b>DLL2.5 Digital Creativity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Understand how a digital creative solution can be used to complete a task or solve a problem for a	a) describe how you might use digital creative solutions can be used to complete a task or solve a	This has moved from being the third learning outcome to the first as having the knowledge first seems more logical.	<b>Specified audience and purpose:</b> e.g. how the chosen solution is appropriate for a given audience, how the solution could be adapted for a different audience.

<p>range of specified audiences and purpose</p>	<p>problem for a range of specified audience and purpose.</p>	<p>a) this has been amended to remove the word 'you', which has not been used anywhere else in the DP. The creative solution needs to be appropriate for the audience and the purpose.</p>	
<p>Be able to use select and use a range of creative tools and techniques features of digital tools and techniques to complete a task</p>	<p>b) select and use a range of digital creative tools and techniques to produce a multimedia solution resource for a given task.</p>	<p>The learner needs to be able to select the digital tools as well as use them, as stated in the criteria. The term 'multimedia' limits the type of resource that can be created.</p>	<p><b>Digital creative solution:</b> e.g.</p> <ul style="list-style-type: none"> <li>Using a digital tool creatively to produce a multimedia resource, for example a web page, user generated video, animation, augmented reality (interactive experience)</li> <li>Using digital tools creatively to complete a task, e.g. managing social media pages or creating and managing a blog</li> <li>Creating a budget sheet for an organisation which captures a range of income and expenditure</li> </ul> <p><b>Digital creative tool</b> e.g. collaborative tool used to gather information together, website template, presentation software, spreadsheet template</p> <p><b>Digital creative techniques:</b> e.g.</p> <ul style="list-style-type: none"> <li>Sound, image and video editing</li> <li>Animating, hyperlinking, polling</li> <li>Amending given templates and structures</li> </ul> <p><b>Digital creative solution:</b> This must be fit for purpose and suitable for a specified audience. All features, e.g. sound, hyperlinks, must work. All images must be clear and appropriately sized and positioned.</p>



<p>Be able to review creative digital outcomes</p>	<p>c) give the advantages and disadvantages of chosen creative tools and techniques;  d) review the creative decisions made and their impact upon the outcome/s.  b) review the success and limitations of the chosen creative/digital tools and techniques</p>	<p>There is quite a lot of overlap in the evidence required for c) and d) so they have been combined to give the updated criteria.</p>	<p><b>Review success and limitations:</b> e.g. considering the purpose, accuracy, quality, design and accessibility of the chosen approach and how choosing alternative tools and techniques might have improved the outcome</p>
<p><b>DLL2.6 Digital Learning</b></p>			
<p><b>Learning outcome:</b></p>	<p><b>Candidates need to know how to:</b></p>		<p><b>Amplification</b></p>
<p>Understand how digital literacy can extend learning opportunities</p>	<p>a) compare a range of digital tools which extend personal learning, with reference to how these meet personal learning requirements and preferences;  b) describe how digital technologies/tools improved the learning experience.</p>	<p>The value of this strand has diminished since the design principles were originally introduced as digital learning is now well established.</p>	

Essential Digital Literacy Skills Level 3		Comments/rationale for change	Amplification
<b>DLL3.1 Digital Responsibility</b>			
Learning outcome:	Candidates need to know how to:		Amplification
Understand a range of protocols for digital responsibility and digital security in different digital communities <b>and contexts environments.</b>	a) explain how to minimise risks for personal and professional digital projects using a range of protocols.	'Digital environments' is not a term now commonly used; 'contexts' is more readily interpreted.	<b>Protocols:</b> e.g. antivirus/ransomware/malware, password protection, spam filters, encryption, correct permissioning, deleting cookies, firewalls, deleting history, strategies for dealing with hacking and phishing, blocking certain sites or people, backing up data, performing regular updates, licensing resources to Creative Commons, copyrighting any resources that they cannot be used publicly / replicated, compliance with legal and organisational procedures, setting up access levels for different people in an organisation
Be able to apply a range of protocols for digital responsibility and digital security in a wide range of digital communities and <b>environments contexts</b>	b) select and justify <b>the choice of</b> protocols for digital responsibility and digital security in a wide range of digital communities and <b>environments contexts.</b>	'Digital environments' is not a term now commonly used; 'contexts' is more readily interpreted. b) addition of 'the choice of' adds clarity to the wording.	<b>Protocols:</b> e.g. antivirus/ransomware/malware, password protection, spam filters, encryption, correct permissioning, deleting cookies, firewalls, deleting history, strategies for dealing with hacking and phishing, blocking certain sites or people, backing up data, performing regular updates, licensing resources to Creative Commons, copyrighting any resources that are not to be used publicly / replicated, compliance with legal and organisational procedures, setting up access levels for different people in an organisation <b>Select and justify:</b> how the protocol chosen mitigates against a specified risk

<p>Be able to refine a digital footprint</p>	<p>c) review and publish appropriate and relevant profiles and resources;  d) ensure <b>safety</b> protocols are in place for the audience;  e) refine a digital footprint for community, employability or global purposes.</p>	<p>d) 'safety' has been removed as the protocols may be related to additional factors.</p>	<p><b>Profiles: e.g.</b> social media profiles  <b>Review:</b> e.g. their appropriateness for use for personal and professional purposes; any resources that may have been posted e.g. presentations, blogs, videos; how regularly profiles need to be reviewed and why, which protocols need to be in place  <b>Protocols: e.g.</b> setting a minimum age for access, , setting ground rules for participating  <b>Refine a digital footprint: e.g.</b> reviewing and deleting inappropriate posts or comments, protecting and projecting online identity, contributing to international sites</p>
<p><b>DLL3.2 Digital Productivity</b></p>			
<p><b>Learning outcome:</b></p>	<p><b>Candidates need to know how to:</b></p>		<p><b>Amplification</b></p>
<p>Be able to organise, store, share, <b>permission</b> and protect digital information</p>	<p>a) effectively <b>manage</b> <b>organise</b> storage structures of digital resources,  <del>b) <b>manage and review</b> the most efficient way of organising the storage and implement and review methods of permissions of digital resources;</del>  <b>c) assess and implement appropriate methods of securing digital</b></p>	<p>a) 'manage' had been removed to match the learning outcome  b) organisation is covered in a). Permissions is part of protecting the digital information so b) and c) can be combined to give a new b)  e) has been removed as indexing is not common practice now</p>	<p><b>Storage structures:</b> A minimum of 2 level file hierarchy which may be device or cloud based storage. The structure should be well organised as demonstrated through the folder and file naming, the organisation and sharing of any files etc. These structures could be  <b>Protecting digital information:</b> e.g.</p> <ul style="list-style-type: none"> <li>• permissioning resources in a cloud based storage area and reviewing of permissions as this may need to change over time.</li> <li>• Storing digital resources on a secure platform when dealing with sensitive data</li> <li>• keeping the data backed up</li> <li>• Sharing on secured sites or by encrypted email only.</li> </ul>

	<p>information;</p> <p>b) compare, implement and review methods of protecting digital information, including efficient ways of 'permissioning' when sharing files.</p> <p>d) —</p> <p>e) store digital resources using appropriate indexing strategies for use in a range of digital projects and activities.</p>		<p><b>Review methods of protecting digital information:</b> with reference to the sensitivity of the digital information, data protection legislation and the level of security needed.</p>
<p>Understand how to select, use and evaluate appropriate digital technologies, tools and techniques to complete complex tasks or solve complex problems</p>	<p>c) critically evaluate a combination of digital technologies, tools and techniques and their appropriateness for completing given complex tasks or complex problems;</p> <p>d) critically evaluate the capacity of the selected technologies, tools and techniques to create and present solutions professionally proficiently.</p>	<p>d) 'professionally' has been changed to 'proficiently' as professionally can mean that you are being paid to present the solutions.</p>	<p><b>Complex task or problem:</b> a combination of digital technologies and tools would usually refer to the use of at least one technology, two tools and two techniques.</p> <p>The choice of technologies, tools and techniques used should be related to the task and justified with particular reference to why the combination is appropriate for the task.</p> <p><b>Presenting solutions proficiently:</b> This refers to the quality of the digital solution.</p> <p><b>Critically evaluate the capacity:</b> the versatility and limitations of the tools technologies and techniques used, whether a different combination would have been more effective.</p>

DLL3.3 Digital Information Literacy			
Learning outcome:	Candidates need to know how to:		Amplification
Be able to search for, evaluate and use digital information to complete complex tasks or solve complex problems	<p>a) carry out advanced searches using appropriate search engines, functions and features;</p> <p>b) retrieve, organise and classify digital information into a structured format using appropriate indexing strategies; retrieve, evaluate, and organise digital information into a structured format;</p> <p>c) use digital information which is in a suitable format for a range of audiences to complete complex tasks or solve complex problems; complete complex tasks or solve complex problems for a range of audiences, by using digital information which is in a suitable format.</p>	<p>b) 'organise and classify' has been replaced by 'evaluate and organise' as the learner needs to evaluate the information found for currency, reliability etc before it is organised in folders. Organisation into folders is a means of classifying and it provides consistency of language used throughout the design principles.</p> <p>c) This has been reworded to improve clarity. The learner would not be expected to produce a format for a range of audiences. It is more important that they can produce something in the correct format for a specific audience.</p>	<p><b>Advanced search:</b> e.g. the use of advanced search functions within search engines, searching within a website for specific information</p> <p><b>Appropriate search engine: e.g.</b> the choice of search engine for the task at hand, e.g. whether sourcing videos or journal would determine the search engine used.</p> <p><b>Features:</b> e.g. the use of online bookmarking and aggregation tools,</p> <p><b>Evaluate:</b> The currency, relevance, authority, accuracy and purpose of the information should be critically reviewed.</p> <p><b>Format:</b> The manipulation of data into a format that is suitable for given audiences.</p>

<p>Understand how to critically analyse and review techniques to gather digital information</p>	<p>d) critically analyse digital sources of information with reference to how search engine results are manipulated by a variety of processes.</p>		<p><b>Processes:</b> e.g. use of targeted marketing through the use of Cookies/Big Data/algorithms; the ways in which search engine optimisation can be achieved.</p>
<b>DLL3.4 Digital Collaboration</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
<p>Understand how collaboration can enhance personal, professional and organisational practice. Understand effective use of digital collaboration in personal and professional practice</p>	<p>a) critically assess and evaluate how collaborative tools, technologies and techniques can enhance can be used effectively and ethically in personal, professional, academic and organisational practice;</p> <p>b) critically analyse and assess safe and secure ways to digitally collaborate with others with an online team ;</p> <p>c) critically compare a range of digital collaboration tools and the techniques</p>	<p>It's hard for a learner to consider how professional practice can be enhanced if they are not actually in professional practice at the time. They do need to understand the effective application of digital collaboration in personal and professional and academic practice.</p> <p>a) evaluation should include an element of assessment. 'Critically assess' does not really add anything to the criteria.</p> <p>As in the learning outcome, enhancing professional practice is challenging for those learners not in the work place.</p> <p>b) 'critically analyse and</p>	<p><b>Evaluation:</b> reference to the context with justification given for the safety/security protocols used. For example, methods for sharing (or not sharing) sensitive data, personal or private messages or photographs.</p> <p><b>Collaborative tools: e.g.</b> shared online documents, video calling, emails, instant messaging, social media sites or blogs.</p> <p>As many tools can be used both asynchronously and synchronously, their intended use will need to be considered in the evaluation, together with the techniques that can be used.</p>

	<p>they support (at least three synchronous and three asynchronous).</p>	<p>assess' is very challenging for the task. The critical evaluation of methods of collaborating should take place during the learning process. They do need to assess which is the most appropriate method for the situation.</p> <p>'Digitally collaborate' replaces 'collaborate online' as it is not necessary to be online to collaborate with some tools.</p> <p>c) There needs to be reference to techniques as the sophistication and application of the tool used depends on the techniques that they can employ. Range statements have been removed as they are not included anywhere else in the design principles.</p>	
<p>Be able to plan, organise and apply effective and efficient collaborative working practices</p>	<p>d) explore opportunities to collaborate with others to complete a complex task or solve a complex problem;</p> <p>e) select and use appropriate digital methods of</p>	<p>'Plan' and 'organise' cover the same activities so 'plan' is considered to be superfluous in this instance. At level 3 the learner should be able to employ a range of techniques offered by the digital tool. So 'methods'</p>	<p><b>Opportunities to collaborate:</b> when and how collaboration can take place.</p> <p><b>Select and use appropriate digital tools and techniques:</b> These must be chosen independently and all choices justified. Tools and techniques chosen must be accessible to all those within the collaboration.</p>

	<p>communicating tools and techniques to communicate with a team;</p> <p>f) use and evaluate the most suitable combination of digital tools;</p> <p>g) justify choice with reference to effectiveness and efficiency appropriateness and accessibility.</p>	<p>has been replaced with 'tools and techniques'. There is some overlap between e, f and g. 'Use' sits better with 'select'. Evaluation of the tools and techniques to decide upon which to use would be covered by 'select'.</p> <p>g) The choice of which tool and technique to use should be based on what is appropriate for the situation and how easy it is for all involved to access the collaboration. Effectiveness and efficiency is covered by appropriateness and accessibility but the change makes expectations clearer.</p>	
<b>DLL3.5 Digital Creativity</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		<b>Amplification</b>
Be able to use a wide range of digital creative tools creative features of digital tools to complete a complex task	<p>a) select digital creative tools creative features of digital tools to complete a complex task;</p> <p>b) respond appropriately to constructive feedback.</p>	<p>Creative features of digital tools is a more appropriate term as this is about using tools in a creative manner to achieve a required solution.</p>	<p><b>Creative features of digital tools:</b> A range of tools and techniques should be used to complete a task</p> <p><b>Complex task:</b> This must be a digital solution for a specified scenario. This may be in the form of a multimedia resource or website, which includes some form of interactivity e.g. survey, quiz, poll, comments, instant messaging, social media group interactions, online forms</p> <p>The digital solution should be complete with all</p>



			elements working, such as hyperlinks, audio, video
Understand how to critically review, analyse and evaluate creative digital solutions	<p>c) critically analyse the advantages and disadvantages of creative digital solutions when completing complex tasks;</p> <p>d) justify creative solutions</p> <p>d) critically evaluate the process used to complete a complex task;</p> <p>e) consider the potential impact of the digital solution on different audiences</p>	<p>The evaluation of the digital solution would include a review and analysis so 'review' and 'analyse' in the LO are superfluous.</p> <p>c) 'creative' needs to be included to match the LO</p> <p>d) justify creative solutions would be covered by c) so has been removed</p> <p>e) this has been added because it brings the learner back to fitness for purpose of the final solution</p>	<p><b>Evaluation:</b> This should include</p> <ul style="list-style-type: none"> <li>• The impact of their creative solution on the diverse nature of the intended audience</li> <li>• How their creative solution meets divers needs e.g. disability, dyslexia</li> <li>• The safety and security of the chosen solution</li> <li>• How the solution could have been improved</li> <li>• Why other solutions would have been unsuitable</li> </ul>
Understand how a digital creative solution has the potential to develop opportunities for entrepreneurship and enterprise	f) critically analyse and assess how solutions are developed using digital creativity and their impact.	Not relevant to everyone.	
<b>DLL3.6 Digital Learning</b>			
<b>Learning outcome:</b>	<b>Candidates need to know how to:</b>		
Understand how digital technologies, tools and techniques enhance and extend learning	a) critically assess and analyse digital technologies, tools and techniques which	The value of this strand has diminished since the design principles	

<p>opportunities</p>	<p>b) extend learning with reference to how these meet personal learning requirements and preferences; evaluate how digital technologies, tools and techniques enhanced the learning experience.</p>	<p>were originally introduced as digital learning is now well established.</p>	
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