



**Level 2 Certificate in Understanding the Safe Use of
Online and Social Media Platforms (QCF)**

Qualification Specification

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Introduction

The Level 2 Certificate in Understanding the Safe Use of Online and Social Media Platforms addresses the issue of online safety when accessing and interacting with social media platforms. The qualification aims to:

- raise candidates' awareness of online threats,
- develop knowledge and skills to use social media resources effectively, and
- search for information online.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Qualifications and Credit Framework (QCF).

Qualifications and Credit Framework (QCF)

The key features of the QCF are that all qualifications consist of a combination of one or more units, each of which has a level and a credit value. Achievement of units of QCF credit can be banked in a national database and may count towards more than one qualification according to rules of combination.

The level of a qualification is determined by the level of the majority of credit in the units that make it up.

A credit is equivalent to 10 notional learning hours. A unit may be worth any whole number of credits. A qualification is called an Award if it includes up to 12 credits, a Certificate if it includes 13 - 36 credits and a Diploma if it includes 37 credits or more.

The terms Award, Certificate and Diploma refer only to size of qualification, and have no bearing on the level or contents of the qualification.

Each unit is allocated a number of Guided Learning Hours (GLH) which gives an indication of the approximate number of hours when a trainer/tutor/teacher/assessor is available to give specific guidance towards the learning aim being met.

Qualification Profile

| | |
|-----------------------------|---|
| Qualification title | ProQual Level 2 Certificate in Understanding the Safe Use of Online and Social Media Platforms (QCF) |
| Ofqual qualification number | 601/0393/0 |
| Level | Level 2 |
| Credit value | 13 credits |
| Guided learning hours | 110 |
| Assessment | Pass or fail Assessed and verified by centre staff External quality assurance by ProQual verifiers |
| Qualification start date | 1/08/12 |
| Qualification end date | |

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Rules of Combination

Candidates must achieve 13 credits by completing the 3 Mandatory units.

| Mandatory Units | | | | |
|-----------------------|--|------------|--------------|-----|
| Unit Reference Number | Unit Title | Unit Level | Credit Value | GLH |
| L/505/3514 | Understand the safe use of online and social media platforms | 2 | 4 | 35 |
| R/505/3515 | Know how to publish, integrate and share using social media | 2 | 5 | 40 |
| Y/505/3516 | Understand how to search online and social media resources | 2 | 4 | 35 |

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate QCF assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment (QCF)
- Award in Assessing Vocationally Related Achievement (QCF)
- Certificate in Assessing Vocational Achievement (QCF)
- Award in the Internal Quality Assurance of Assessment Processes and Practices (QCF)
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (QCF)

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge described in the unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- assignments/projects/reports
 - worksheets
 - portfolio of evidence
 - record of oral and/or written questioning
 - candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing the unit achieved with its related credit value, and
- A certificate giving the full qualification title -

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Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Unit L/505/3514

Understand the safe use of online and social media platforms

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Understand that information stored on personal computers and mobile devices must be safeguarded | <p>1.1 Identify the potential risks to information security of using personal computers and mobile devices for:</p> <ul style="list-style-type: none">• using email• web browsing• banking online• shopping online• social networking <p>1.2 Describe the security risks associated with:</p> <ul style="list-style-type: none">• hardware• software• social media networking• access to malicious websites• access to inappropriate material published on the Internet• corrupted or infected email attachments <p>1.3 Explain the importance of controlling access to hardware, software and stored data</p> <p>1.4 Describe the common types of scams and frauds:</p> <ul style="list-style-type: none">• phishing• pharming• hacking <p>1.5 Explain the importance of developing and maintaining safe ICT user habits</p> |
| 2 Know how to select and use appropriate security methods to safeguard systems and data | <p>2.1 Describe security techniques/measures that can protect personally accessed software and data, such as login identity and passwords</p> <p>2.2 Describe common ways of controlling access to hardware, software and data</p> <p>2.3 Identify ways to protect data and software</p> <p>2.4 Describe the term 'virus' and give examples of different types</p> <p>2.5 Describe the purpose of anti-virus software</p> <p>2.6 Explain why anti-virus software should be regularly updated</p> <p>2.7 Explain the importance of backing up and safely storing data</p> |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 3 Understand the threats to personal safety when using the Internet | 3.1 Describe the forms and features of: <ul style="list-style-type: none"> • cyberbullying • grooming • stalking • criminal activities • inappropriate contact • inappropriate content 3.2 Identify when and how to report online safety issues 3.3 Describe the risks and consequences of: <ul style="list-style-type: none"> • identity theft • identity fraud 3.4 Describe how user accounts can be used as a security measure when computers are used by more than one person 3.5 Explain the importance of setting parental controls on personal computers, mobile and media devices 3.6 Explain how to set up parental controls on: <ul style="list-style-type: none"> • personal computers • tablets • mobile phones |
| 4 Know how to protect their online devices against fraud and security attacks | 4.1 Set up security measures to protect their personal computers and mobile devices against fraud and security threats 4.2 Describe measures that can help to protect their personal information 4.3 Describe the risks posed by unsolicited email and measures that can reduce the risks 4.4 Identify the security threats when accessing public WiFi networks |
| 5 Understand the implications of entering personal information onto social media networking sites | 5.1 Explain the concept of no 'take backs' once information is posted online 5.2 Identify who can view information posted onto social media networking websites 5.3 Explain the privacy issues of using social media websites 5.4 Describe formal and informal conventions, or netiquette, which should be observed when communicating online 5.5 Describe the potential consequences of posting their personal information onto social media websites 5.6 Identify the security risks of adding geographic identity or location to material they upload to the Internet |
| 6 Understand legal measures that address the protection of data | 6.1 Identify relevant legislation and guidelines relating to <ul style="list-style-type: none"> • downloading images and files from the Internet • data protection |

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 6.2 Identify data protection issues around the use of social media
- 6.3 Describe what is meant by the following terms:
 - copyright
 - plagiarism
 - intellectual property
- 6.4 Explain why organisations develop and adopt policies for the acceptable use of ICT
- 6.5 Describe the common components of an Acceptable Use Policy

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit R/505/3515

Know how to publish, integrate and share using social media

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Know the current social networks used to publish, integrate and share online | <p>1.1 Identify the main social media networks in current use</p> <p>1.2 Describe the main features of each social media network identified</p> <p>1.3 Describe why they would use each of the social media networks identified</p> <p>1.4 Explain the purpose of a 'social aggregator' tool</p> <p>1.5 Describe how blogs give individuals a voice on the Web</p> <p>1.6 Explain how professionals make connections using social media networks</p> |
| 2 Understand how social media is used by individuals, organisations/businesses, governments and social groups | <p>2.1 Describe why</p> <ul style="list-style-type: none">• individuals• organisations/businesses• governments• social groups <p>use social media networking sites</p> <p>2.2 Explain the advantages and typical components of a social media user profile</p> <p>2.3 Identify the benefits of using social media networking for:</p> <ul style="list-style-type: none">• individuals• organisations/businesses• governments• social groups <p>2.4 Identify the risks of using social media networking for:</p> <ul style="list-style-type: none">• individuals• organisations/businesses• governments• social groups <p>2.5 Describe how social media networks monitor engagement with their websites</p> <p>2.6 Describe the advantages of podcasting</p> <p>2.7 Explain why organisations have social media policies</p> |
| 3 Understand best practices for safe social networking | <p>3.1 Describe appropriate precautions to ensure their own safety and privacy</p> <p>3.2 Describe how to protect personal information when engaging with social media websites</p> |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 4 Use browser software to communicate information online | 3.3 Identify legal constraints on the uploading and downloading of software and other digital content 4.1 Select and use appropriate tools and techniques to communicate information online 4.2 Use browser tools to share information sources with others 4.3 Submit information online 4.4 Identify opportunities to create, post or publish material to social media websites |
| 5 Understand the need for safety and security practices | 5.1 Describe the danger of computer viruses and how to minimise risks 5.2 Describe how to minimise threats to information security when online 5.3 Describe how to minimise the threats to user safety when online 5.4 Describe where to access online help and information when using social media networks |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit Y/505/3516

Understand how to search online and social media resources

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Understand the environmental benefits of using ICT | 1.1 Identify the computer equipment and consumables that can be recycled |
| | 1.2 State the advantages of storing files electronically rather than in paper format |
| | 1.3 Describe what online storage systems are |
| | 1.4 List the benefits of using online storage services |
| | 1.5 Identify the risks of using online storage services |
| 2 Manage online information storage and retrieval appropriately | 2.1 Describe different types of online storage services |
| | 2.2 Organise and store information online |
| | 2.3 Manage files and folders to enable efficient information retrieval |
| 3 Use browser tools to search for information online | 3.1 Select and use browser tools to navigate webpages |
| | 3.2 Select and use appropriate search techniques to locate information effectively |
| | 3.3 Manage and use links to favourite websites |
| | 3.4 Describe the role of keywords in searches |
| | 3.5 Search the Internet for: <ul style="list-style-type: none">• information• people• homepages• organisations/businesses• images• videos• maps• directions |
| | 3.6 Download and store information from the Internet, including social media networking websites |
| | 3.7 Describe how to refine searches if search results do not meet requirements |
| | 3.8 Describe how they can assess the <ul style="list-style-type: none">• quality• relevance• currency of search results |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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