



Ascentis Level 1 Award in

Awareness of Social Media and Online Safety

Specification

Ofqual Number:	603/3422/8
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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ASCENTIS LEVEL 1 AWARD IN AWARENESS OF SOCIAL MEDIA AND ONLINE SAFETY

Introduction

The Ascentis Level 1 Award in Awareness of Social Media and Online Safety is designed to help learners understand the benefits and potential risks when using the internet and social media. They will learn how to safeguard themselves, and recognise that when something is wrong, how to respond so it is dealt with efficiently and appropriately.

This qualification will also encourage learners to develop their understanding of internet technologies, the increasing use of social media, and why it is important to stay safe online.

There are several features of this qualification that make it very appropriate for its target learners

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessment is by a multi choice test, offered on screen or paper based. This will normally be taken at the end of the course
- There are online resources that can be used alongside the teaching

Aims

The aims of the qualification are to enable learners to:

- 1 Understand the impact of internet technologies on society.
- 2 Recognise the issues and the potential risks that users face when online.
- 3 Identify and manage risk and take preventative measures to stay safe online.

Target Group

The qualification is aimed at a range of learners, including

- Young people wishing to pick up an award as part of another learning programme
- Young people aged 14 – 19 who are in various learning environments
- Adult Learners

Regulation Codes

Ofqual Qualification Number (Ofqual): 603/3422/8

Award of the Qualification

Learners must complete one unit for the Ascentis Award in Awareness of Social Media and Online Safety

Ascentis Level 1 Award in Awareness of Social Media and Online Safety				
Title	Level	Credit Value	TQT	Unit ref
Awareness of Social Media and Online Safety	Level 1	1	11	T/617/1468

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 10

Total Qualification Time

The total qualification time for this qualification is 11

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

Opportunities for Progression

The qualification gives the learner an introduction to Awareness of Social Media and Online Safety which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification as an element of their continuing professional development.

Resources to Support the Delivery of the Qualification

There are online resources available to download to support this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within 15 working days of the intended test date for paper based assessment and 5 working days for e-assessment.

Registration is via the Ascentis electronic registration portal.

Re-sits

Learners can re-sit the assessment if they do not achieve a pass but should have sufficient time for additional learning. Re-sits for e-assessment are free of charge, but please refer to the pricing structure for re-sits of the paper based tests.

Status in England, Wales and Northern Ireland

This qualification is available in England and Wales. It is only offered in English. If a centre based overseas (including Scotland and Northern Ireland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Overview

To gain the qualification in Awareness of Social Media and Online Safety all learning outcomes and assessment criteria within the unit must be successfully achieved. The full award consists of one unit.

External Assessment

This qualification is assessed through the completion of an Ascentis devised multiple choice test that is carried out at the completion of the course, available as a paper based test or e-assessment.

The grading of this qualification is pass or did not achieve.

Conduct of Assessment

The assessment is through a 40-minute test paper or e-assessment consisting of 20 multiple-choice questions.

Full details of candidate, Examinations Officer and invigilator instructions are available from the Resources/ Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Note: Dictionaries cannot be used during the assessment.

Quality Assurance Arrangements

As part of ongoing quality assurance arrangements, Ascentis will carry out quality visits to recognised centres using a risk based approach. The focus of quality visits will normally be

- Review of resources; both physical and staffing
- Observation of assessment practice
- Staff development, if required

Further details will be provided prior to a visit taking place.

Ascentis reserve the right to carry out inspections of assessments taking place without prior notice.

The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification. Delivery staff should also have a theoretical understanding of IT User Skills.

Results

Provisional results are provided immediately after e-assessment. An hour after the e-assessment the e-assessment achievement list report can be run through QuartzWeb

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Awareness of Social Media and Online Safety

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the impact of internet technologies on society	1.1 Identify how internet technologies have impacted society 1.2 Identify different social media sites and apps, and their uses
2. Understand the potential risks faced by users online	2.1 Identify common forms of cybercrime 2.2 Identify risks to user safety and personal data
3. Understand the preventative measures to stay safe online	3.1 Take precautions to safeguard own online safety and protect personal data 3.2 Recognise when and how to report online safety issues

Indicative Content

Internet technologies

Internet of Things (IoT), social networking, smart phones, tablets, social media sites/apps, online gaming, Voice over IP (VoIP) e.g. Skype, instant messaging, chat rooms, discussion forums, online streaming, location based services (GPS).

Impact on society

Greater access to information, optimises time (improves time spent on homework, online shopping, banking, job searching), facilitates distance (best method to communicate and share experiences, photographs with family/friends who live far away), greater access to digital entertainment services (online gaming, live streaming of videos, music via services such as Netflix and Spotify), improves personal and organisational communication and collaboration, increases social interaction and networking, social addiction/dependency and social isolation, positive use of social media for 'real self'.

Popular social media sites

Facebook, Instagram, Reddit, LinkedIn, YouTube, Twitter, Pinterest, Tumblr etc.

Popular social media apps

WhatsApp, Messenger, WeChat, Viber, Snapchat etc.

Cybercrime

Privacy and identity theft, cyberbullying/stalking/trolling, online grooming, online radicalisation, inappropriate content, online pornography, hate content, sexting, revenge sites, 'griefing', illegal game downloads. Online exploitation

Risks

Disclosure of personal/private information, accessing age-inappropriate content, exposure to violent, sexual, extremist or racist comments, encountering offensive activities and hateful attitudes, harassment into

changing beliefs or ideologies or adopting an extremist stance, prosecution or recrimination from posting offensive or inappropriate content, posts linking to fraudulent or inappropriate websites, damage to online reputation from inappropriate/offensive posts/content, employer awareness, social media widens gap between real self and social media self (social addiction/dependency and social isolation), online game addiction.

Preventative measures

Non-adherence to peer pressure, maintaining healthy attitude to social media and real life relationships, use of passwords for different accounts, protecting passwords, safe payments, safe gaming, withholding personal information; monitoring and reporting user behaviour, limiting sharing/posting content to others, selective friend requests, choosing who/what to follow, understanding social media privacy policies, customising privacy controls, protecting digital footprint and online reputation.

Reporting online safety issues

The role of; parents/guardians, teachers, police, website administrators, and organisations such as Child Exploitation Online Protection Centre (CEOP), the Internet Watch Foundation, Counter Terrorism Internet Referral Unit, TrueVision, ActionFraud, Victim Support, reporting to social media administrators.

APPENDIX 1

Sample Assessment Questions

- 1) What is the Internet of Things?
 - a) The day computers take over the world.
 - b) The connection of a computer to a local area network.
 - c) A device that allows you to watch your friend's every movement.
 - d) The connection of devices, applications, processes and data to the internet.**

- 2) Which of the following are forms of social media?
 - a) Online gaming
 - b) Chat rooms
 - c) Blogs
 - d) All three**

- 3) By 2021 how many worldwide active social media users per month are predicted (approximately)?
 - a) 10 million
 - b) 500 million
 - c) 50 billion
 - d) 3 billion**

- 4) Skype is:
 - a) Word processing software
 - b) An internet search engine
 - c) Telecommunications software**
 - d) None of the above

- 5) What is cyberbullying?
 - a) A man and woman arguing while Skyping to one another.
 - b) An individual speaking to a person face to face that can be either offensive or threatening.
 - c) A play date.
 - d) One or more persons using social media to direct offensive and harmful statements.**

- 6) Which is the most popular social media site worldwide?
 - a) Instagram
 - b) Twitter
 - c) Facebook**
 - d) Pinterest

- 7) What might someone do if they steal your identity?
 - a) Earn lots of money and leave it in your bank account.
 - b) Try to give you all the credit for their hard work.
 - c) Try to access your bank account or set up a loan in your name.**
 - d) Use it to make you more popular on social media sites

- 8) What term describes the act of winding someone when online gaming?
- a) Phishing
 - b) Socialising
 - c) Griefing**
 - d) Trolling
- 9) Which of these is classed as personal information?
- a) Date of birth**
 - b) Online nickname
 - c) Gender
 - d) Make and model of smart phone
- 10) Who is it safe to tell your password to?
- a) Your bank, if they send you an e-mail first.
 - b) Your best friend, just in case you forget it.
 - c) You should never disclose your password to anyone.**
 - d) A colleague who needs to send an urgent e-mail.