

# **Pearson BTEC Level 2 Award in e-Responsibility for Education (QCF)**

## **Specification**

Pearson BTEC Specialist qualification

First teaching August 2014

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

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*All information in this specification is correct at time of publication.*

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# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing Pearson BTEC Specialist qualifications</b>	<b>3</b>
What are Pearson BTEC Specialist qualifications?	3
<b>2 Qualification summary and key information</b>	<b>4</b>
QCF qualification number and qualification title	5
Objective of the qualification	5
Relationship with previous qualifications	5
Progression opportunities	5
Industry support and recognition	5
Relationship with National Occupational Standards	5
<b>3 Qualification structure</b>	<b>6</b>
Pearson BTEC Level 2 Award in e-Responsibility for Education (QCF)	6
<b>4 Assessment</b>	<b>7</b>
<b>5 Recognising prior learning and achievement</b>	<b>8</b>
Recognition of Prior Learning	8
Credit transfer	8
<b>6 Centre resource requirements</b>	<b>9</b>
<b>7 Centre recognition and approval centre recognition</b>	<b>10</b>
Approvals agreement	10
<b>8 Quality assurance of centres</b>	<b>11</b>
<b>9 Programme delivery</b>	<b>12</b>
<b>10 Access and recruitment</b>	<b>13</b>
<b>11 Access to qualifications for learners with disabilities or specific needs</b>	<b>14</b>
<b>12 Units</b>	<b>15</b>
Unit title	15
Unit reference number	15
QCF level	15
Credit value	15
Guided learning hours	15
Unit aim	15

Essential resources	15
Learning outcomes	15
Assessment criteria	16
Unit amplification	16
Information for tutors	16
Unit 1: Principles of Internet Safety	17
Unit 2: Understanding e-Safety within an Education Setting	29
<b>13 Further information and useful publications</b>	<b>32</b>
<b>14 Professional development and training</b>	<b>33</b>
<b>Annexe A</b>	<b>34</b>
National Occupational Standards	34
<b>Annexe B: Assessment requirements/strategy</b>	<b>35</b>

# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

## What are Pearson BTEC Specialist qualifications?

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Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in e-Responsibility for Education (QCF)
QCF Qualification Number (QN)	601/1277/3
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	12/09/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment) <b>and</b> Pearson-devised assessment (onscreen testing)
Guided learning hours	45
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i> )

## **QCF qualification number and qualification title**

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## **Objective of the qualification**

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The Pearson BTEC Level 2 Award in e-Responsibility for Education (QCF) is for learners who work in, or want to work in, the education sector. This qualification supports the recommendations within the Byron Review (2008) and the Ofsted Review (2010)

It gives learners the opportunity to:

- develop knowledge related to e-safety in an educational setting
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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This qualification is a replacement for the Pearson EDI Level 2 Award in e-Responsibility for Education (QCF).

## **Progression opportunities**

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Learners who have achieved the Award can progress to a Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector or to support the candidates continuous professional development.

## **Industry support and recognition**

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This qualification is supported by e-Skills, the SSC for Business and Information Technology.

## **Relationship with National Occupational Standards**

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This qualification relates to the National Occupational Standards in Business and Information Technology. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

### 3 Qualification structure

#### Pearson BTEC Level 2 Award in e-Responsibility for Education (QCF)

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	5
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/503/7034	Principles of Internet Safety	1	2	20
2	L/503/7040	Understanding e-Safety within an Education Setting	2	3	25

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
Unit 1 - A/503/7034	Pearson-devised assessment: onscreen multiple-choice test (external assessment)
Unit 2 - L/503/7040	Portfolio (internal assessment)

### Unit 1 - Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen multiple-choice test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

### Unit 2 - Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, [www.edexcel.com](http://www.edexcel.com).

### Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at [www.edexcel.com](http://www.edexcel.com).

### **Approvals agreement**

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 12 Units

Units have the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

## Unit aim

This gives a summary of what the unit aims to do.

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Principles of Internet Safety**

**Unit reference number: A/503/7034**

**QCF level: 1**

**Credit value: 2**

**Guided learning hours: 20**

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## **Unit aim**

This unit is about understanding the principles of internet safety and developing knowledge on how to educate and safeguard adults, children and young people using the internet.

Learners will consider the different risks associated with the from social networking to internet grooming.

Learners will understand how to safeguard users when using the internet. Consideration is given to different tools and practices that help to minimise risk and identify signs of abuse.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know features associated with the internet.	1.1 State ways of accessing the internet.	Ways of accessing the internet: <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Computer (home, work, internet cafe)</li> <li><input type="checkbox"/> Smart TV</li> <li><input type="checkbox"/> Games Consoles</li> <li><input type="checkbox"/> Portable devise (laptop, smart mobile phone, tablet)</li> </ul> Ways of connecting to the internet: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dial-up connection</li> <li><input type="checkbox"/> Broadband connection</li> <li><input type="checkbox"/> Wireless technology</li> </ul>
	1.2 Identify internet activities.	Internet activities: <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate: socially or within a business context (email, instant messaging, newsgroups, social and business networking, discussion forums, blogs, video or audio conference)</li> <li><input type="checkbox"/> Access real-time information: news feeds, traffic reports, weather updates, flight status, train timetable</li> <li><input type="checkbox"/> e-Commerce: online banking, buying, selling. publishing</li> <li><input type="checkbox"/> Learning: virtual learning environments (VLE's), online learning/training, e-portfolio, learning resource library , school intranet</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li>□ Entertainment (listen, watch and download): single or multiple-user games, music, video</li> <li>□ Storing, access and sharing files, data backup</li> <li>□ Respond to communication: online tax return, renew car tax, e-voting, update personal information</li> </ul>
1.3	Describe advantages and disadvantages of using the internet.	<p>The advantages and disadvantages of using the internet:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>□ Accessible information; information is readily accessible through a variety of different mediums (PC's, mobile phones, tablets, games consoles, smart televisions)</li> <li>□ Up-to-date information; websites updated quickly (news channels, newspapers, professional bodies)</li> <li>□ Instant communication across the globe; through social networking sites, chat forums, e-mail, blogs</li> <li>□ Using cloud technology to save, share and retrieve documents anytime and anywhere</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>□ Due to ease of publication, information can be inaccurate or misleading</li> <li>□ Social skills can reduce as online communication gains popularity over face-to-face communication</li> <li>□ Personal information and privacy at risk of identity theft and online fraud</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.4 Identify legal, regulation and ethical requirements concerning own use of the internet.</p>	<p>Legal, regulation and ethical requirements of internet use:</p> <p>Legal:</p> <ul style="list-style-type: none"> <li>□ Data Protection Act –protect the consumer from misuse or abuse of their online data and the processing of personal data. The act contains 8 main principles which specify that personal data must be:               <ol style="list-style-type: none"> <li>1. Processed fairly and lawfully</li> <li>2. Obtained for specified and lawful purposes</li> <li>3. Adequate, relevant and not excessive</li> <li>4. accurate and up to date</li> <li>5. Not kept any longer than necessary</li> <li>6. Processed in accordance with the “data subjects” rights</li> <li>7. Securely kept</li> <li>8. Not transferred to any other country without adequate protection</li> </ol> </li> <li>□ Copyright design and patents act - users must seek permission to use another individual’s intellectual property</li> </ul> <p>Regulation:</p> <ul style="list-style-type: none"> <li>□ Privacy and Electronic Communications Regulations – protects the user from organisations who use cookies technology to track end user information, or where organisations are sending marketing and advertising by electronic means (phone, fax, email, text, video message)</li> </ul> <p>Ethical:</p> <ul style="list-style-type: none"> <li>□ Read and abide by terms of use (viewing age specific content, permission to download a song, film)</li> <li>□ Respect other users and citizens (permission to use photo’s, video’s or spread rumours on others)</li> <li>□ Use filtering and monitoring software to maintain your safety</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
2 Know how adults, children and young people use the internet.	2.1	Identify how adults, children and young people access the internet.	<ul style="list-style-type: none"> <li>□ Adults; home network or password and user ID encrypted secure work network to protect the users access, identity, confidentiality and sharing of information</li> <li>□ Children: home network with high parental controlled settings or a highly supervised password protected school network with access to selected services only</li> <li>□ Young people: home network with medium parental controlled settings or a low supervised password protected school or college network with restricted access to social networking and adult related websites</li> </ul>
	2.2	Identify activities that adults, children and young people use the internet for.	<ul style="list-style-type: none"> <li>□ Adults; commerce (shopping, selling, price comparison of specific products or services), online banking (transfer funds, check balances, pay bills), social networking (communicate with others, upload images and update status), download music and videos to watch or listen to</li> <li>□ Children; schoolwork, (producing their homework, research using websites for independent study, interactive study materials), play on age appropriate websites</li> <li>□ Young people; research for their course of study, produce coursework, social networking to chat and share items with others, downloading music and videos, using a virtual learning environment to download and upload homework, participate in topic discussion and share resources</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Identify how adults, children and young people communicate on the internet.	<ul style="list-style-type: none"> <li>□ Adults; keyboard to email, messaging and communicate on social network sites, headphones and speakers for use in chat rooms and discussion forums, webcam for video messaging</li> <li>□ Children; chat rooms in a monitored learning environment and interactive learning using a keyboard, headphones and speaker</li> <li>□ Young people; use of keyboard, headphones and speaker to email, communicate on social network sites, chat rooms, discussion forums and, messaging, webcam for video messaging</li> </ul>
	2.4 Describe what is meant by social networking.	<ul style="list-style-type: none"> <li>□ Online platform used to build social groups or relationships by allowing people to connect with other people or business</li> <li>□ Groups of people connecting over a common theme (school, area of interest, dating, work, university, area of work)</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
3	3.1	Identify types of personal information shared on the internet.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Name (forename, surname, preferred name, maiden name)</li> <li><input type="checkbox"/> Contact details: address, phone number, email address</li> <li><input type="checkbox"/> Personal detail: date of birth, hobbies, interests, likes, members of your family, relationship status, employment details</li> <li><input type="checkbox"/> Photographs and videos of self, family, friends, holidays</li> </ul>
	3.2	Identify risks to the safety and privacy of adults, children and young people using the internet.	<p>Safety risks:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Victim of abusive or inappropriate behaviour</li> <li><input type="checkbox"/> Profiled and targeted for online grooming</li> <li><input type="checkbox"/> Cyber bullying, trolling attacks</li> </ul> <p>Privacy risks:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phishing – thieves target people through their email to share their personal information (credit card accounts, bank account, home address, date of birth, personal identification number (PIN))</li> <li><input type="checkbox"/> Identity theft - through phishing or hacking, online fraudsters steal personal information to gain access to bank information</li> <li><input type="checkbox"/> Social networking sites – unwanted sharing or public display of full or partial personal information</li> </ul>
	3.3	Identify risks to data security when using the internet.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data lost or corrupted by a computer virus</li> <li><input type="checkbox"/> Data altered or deleted by an authorised user</li> <li><input type="checkbox"/> Data stolen by an authorised user</li> <li><input type="checkbox"/> Data is shared by an unauthorised user</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
3.4	Describe what is meant by cyber-bullying.	<p>Cyber-bullying is defined as:</p> <ul style="list-style-type: none"> <li>□ actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another or others</li> <li>□ use of communication technologies for the intention of harming another person</li> <li>□ use of internet service and mobile technologies with the intention to threaten, tease, embarrass or harm another person</li> </ul>
3.5	Describe what is meant by internet grooming.	<ul style="list-style-type: none"> <li>□ Grooming is a process of getting to know and befriending a child with the intention of exploitation or sexually abusing them.</li> <li>□ Internet allows the perpetrator greater access to children, as well as anonymity</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to safeguard adults, children and young people using the internet.	4.1	Identify security tools that minimise the risks to adults, children and young people using the internet.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Virus protection software prevents malicious action caused by man-made programs or pieces of code</li> <li><input type="checkbox"/> Firewall establishes a barrier between a trusted, secure internal network, against another network that is not assumed to be secure or trusted</li> <li><input type="checkbox"/> Setting parental controls allowing parents to restrict access to selected websites</li> <li><input type="checkbox"/> Password protected to safeguard your information from being accessed by others</li> </ul>
	4.2	Explain safe and responsible practices that ensure the safety and privacy of adults, children and young people using the internet.	<p>Safe and responsible practices that ensure the safety of users:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use protection software against a virus, Trojan horse and website pop-ups of an explicit nature</li> <li><input type="checkbox"/> Carry out security scans and updates regularly</li> <li><input type="checkbox"/> Set privacy controls to block inappropriate websites</li> <li><input type="checkbox"/> Regularly changing passwords and using a mix of uppercase, lowercase, numbers, letters and symbols</li> <li><input type="checkbox"/> Only open email attachments from known sources</li> <li><input type="checkbox"/> Not to upload compromising images or information onto any websites</li> <li><input type="checkbox"/> Restrict access rights to your information to trusted users</li> <li><input type="checkbox"/> Not providing personal and banking information on an unsecure website or to an un-verified individual or business</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4.3	Identify signs and symptoms of internet abuse.	Signs of internet abuse: <ul style="list-style-type: none"> <li><input type="checkbox"/> Hesitant to be online</li> <li><input type="checkbox"/> Nervous when an instant message or email appears</li> <li><input type="checkbox"/> Hiding the computer screen or laptop when someone enters the room</li> <li><input type="checkbox"/> Upset after using computer</li> <li><input type="checkbox"/> Physical changes (weight gain/loss)</li> </ul> Symptoms of internet abuse: <ul style="list-style-type: none"> <li><input type="checkbox"/> Sleep problems</li> <li><input type="checkbox"/> Loss of appetite</li> <li><input type="checkbox"/> Anxiety</li> <li><input type="checkbox"/> Anger/aggression</li> <li><input type="checkbox"/> Headache</li> </ul>
4.4	Identify how to report internet abuse.	How to report internet abuse: <ul style="list-style-type: none"> <li><input type="checkbox"/> Face to face to the responsible officer for the network, teacher, parent, guardian or other trusted adult</li> <li><input type="checkbox"/> Electronically or by telephone to the site monitor, support organisations, Child Exploitation and Online Protection Centre, Internet Watch Foundation, Police</li> </ul>
4.5	Outline how to support adults, children and young people who are victims of internet abuse.	How to support victims of internet abuse: <ul style="list-style-type: none"> <li><input type="checkbox"/> Report the problem to the platform provider, trusted source or individual</li> <li><input type="checkbox"/> Seek emotional support from family, friends or authorised bodies (Bullying UK, Dept of Health, Social Services and Public Safety)</li> <li><input type="checkbox"/> Empower the victim by educating them on how to maintain personal safety when on the internet</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>4.6 Identify where to gather information on e-safety.</p>	<p>Where to gather information on e-Safety:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dedicated websites that provide advice and guidance on internet safety and surfing</li> <li><input type="checkbox"/> Education established own e-safety handbook</li> <li><input type="checkbox"/> Employer e-safety handbook</li> <li><input type="checkbox"/> E-safety handouts or literature available from local community events</li> </ul>

## Information for tutors

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### Delivery

The delivery of this unit should provide the learner with the knowledge requirements, in order for them to achieve the learning outcomes. This unit should be delivered in a way that not only covers the learning outcomes, but also gives learners the opportunity to develop their own research skills to further their understanding of the nature of internet safety. For some learners this will mean building upon their own professional knowledge as well as personal experiences. Learners are expected to use appropriate research skills to explain and substantiate reasoning within their assessment. This could be from books, journals or the internet itself. It is expected that learners will be self-motivated and be able to identify and develop their understanding of the principles of internet safety.

Unit delivery should be through a range of learning environments to allow learners not to become too reliant on face-to-face delivery. Role play, discussion groups, practical work, seminars are all encouraged to learners to express themselves in different ways

### Assessment

This unit is assessed through an on-screen multiple-choice test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

### Suggested resource

#### Textbooks

Sechler, Jeff – *Internet Safety for Kids and Young Adults* (Amazon Media, 2012) ISBN 1481115723

Trottier, Vicki - *Playing it Safe: Cyber Risks & Internet Safety* (Amazon Media, 2013) e-book ISBN B00EE8DSDK

#### Journal

Computer Weekly – includes regular editorials on the practices of internet safety, and up-to-date coverage of the latest technologies used to combat the risks to users on the internet.

#### Websites

[http://www.barnardos.org.uk/what\\_we\\_do/who\\_we\\_are/resources\\_internet\\_safety.htm](http://www.barnardos.org.uk/what_we_do/who_we_are/resources_internet_safety.htm) - advice on the potential threats to children who use the internet

<http://www.bbc.co.uk/newsround/13910067> - General advice when browsing the internet online

[http://safe.met.police.uk/internet\\_safety/get\\_the\\_facts.html](http://safe.met.police.uk/internet_safety/get_the_facts.html) - Metropolitan police advice on internet safety

<http://www.thinkuknow.co.uk/> - developed by the Child Exploitation and Online Protection (CEOP) Centre for parents' carers and teachers on internet safety

## **Unit 2: Understanding e-Safety within an Education Setting**

**Unit reference number: L/503/7040**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 25**

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### **Unit aim**

The aim of the unit is to give learners the opportunity to understand the necessity of e-safety within an education setting. Learners will understand the importance of safe guarding children, young people and vulnerable adults.

Learners will have to consider how children, young people and vulnerable adults can be put at risk through the internet within an educational setting. Learners will understand that the risks identified are not just confined to the typical classroom environment, but can also happen in a work placement setting too.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy (*Annexe B*).

### **Delivery**

The delivery of this unit should allow learners to understand the concepts of e-safety in a practical and knowledge based environment. Practical activities should be sought to allow learners to express themselves in different ways. Therefore, role-plays, discussion groups, practical work and seminars are useful practical activities. Theoretical content should complement practical activities to embellish and support learner understanding. It is expected that learners will be self-motivated and be able to utilise previous learning experience when addressing the intricacies within the unit content.

Teachers will need to be aware and sensitive to the fact that learners may be victims to some of the threats that the internet has. Therefore, sensitivity and tact is importance when delivering this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the legal, regulation and ethical requirements concerning e-safety within an education setting.	1.1	Describe legal, regulation and ethical requirements concerning e-safety within an education setting.			
		1.2	Describe the role of regulatory bodies and agencies responsible for e-safety.			
2	Know how children, young people and vulnerable adults use the internet within an education setting.	2.1	Describe how the internet is used to support teaching.			
		2.2	Identify common hardware that children, young people and vulnerable adults use to access the internet within an education setting.			
		2.3	Describe common internet software that children, young people and vulnerable adults use within an education setting.			
		2.4	Describe how children, young people and vulnerable adults use the internet within an education setting.			
3	Understand the risks to children, young people and vulnerable adults using the internet within education.	3.1	Explain the risks posed to children, young people and vulnerable adults using the internet within an education setting.			
		3.2	Explain the risks posed to children, young people and vulnerable adults using the internet within a work placement setting.			

Learning outcomes		Assessment criteria	Unit amplification
4	Understand how to safeguard children, young people and vulnerable adults using the internet within an education setting.	4.1	Identify the advantages and disadvantages of managed IT systems within an education setting.
		4.2	Identify the advantages and disadvantages of locked down IT systems within an education setting.
		4.3	Describe how education settings and families can work together in developing e-safety provision.
		4.4	Describe how to integrate age related e-safety curriculum within an education setting.
		4.5	Explain the importance of e-safety policy within an education setting.
		4.6	Identify the main components of an e-safety policy.
5	Understand safe and responsible practices for e-safety within an education setting.	5.1	Explain safe and responsible practices for e-safety within an education setting.
		5.2	Describe the importance of reviewing e-safety policy within an education setting.
		5.3	Describe the importance of reviewing the impact of staff e-safety training within an education setting.
		5.4	Explain how to respond to incidents of online abuse within an education setting.

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- Pearson BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Pearson Work Based Learning: **[www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)**
- Books, software and online resources for UK schools and colleges: **[www.pearsonschoools.co.uk/contactus](http://www.pearsonschoools.co.uk/contactus)**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Recognition of Prior Learning Policy*
- *BTEC Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/Pages/home.aspx](http://www.edexcel.com/resources/Pages/home.aspx)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [www.edexcel.com/resources](http://www.edexcel.com/resources)

## 14 Professional development and training

Pearson supports UK and international customers with training related to Pearson BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/training](http://www.edexcel.com/training). You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: [www.btec.co.uk/training](http://www.btec.co.uk/training)

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

### Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [www.edexcel.com/subjectadvisors](http://www.edexcel.com/subjectadvisors)
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service [www.edexcel.com/ask](http://www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.

## Annexe A

### National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in e-Responsibility for Education against the underpinning knowledge of the National Occupational Standards in Business and Information Technology. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS	Pearson BTEC Specialist units	
	Unit 1 A/503/7034	Unit 2 L/503/7040
ESKIINT1	<input type="checkbox"/> Using the Internet	#
ESKIINT3	<input type="checkbox"/> Using the Internet	#
SCDHSC0035	<input type="checkbox"/> Promote the safeguarding of individuals	#
TDASTL7	<input type="checkbox"/> Support the use of information and communication technology for teaching and learning	#
SCDHSC0024	<input type="checkbox"/> Support the safeguarding of individuals	#
SCDCCLD0202	<input type="checkbox"/> Support the safeguarding of children	#
SCDHSC0044	<input type="checkbox"/> Lead practice that promotes the safeguarding of children and young people	#

## Annexe B: Assessment requirements/strategy

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### 1 Introduction

- 1.1 The e-Responsibility for Education, Assessment Strategy is designed to provide Pearson and approved centres with a robust and flexible approach to deliver assessment for Employment Related Services NVQs/SVQs and competence-based qualifications. Where units are imported from NVQs/SVQs and competence-based qualifications in Advice and Guidance, Learning and Development, Management and Customer Service the requirements of the associated assessment strategies for the units must be adhered to,

### 2 External quality control

- 2.1 Pearson will provide qualifications and quality assurance that support their delivery to all e-Responsibility for Education NVQs/SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.
- 2.2 Pearson will use independent assessment<sup>1</sup> for NVQs/SVQs and competence based qualifications.

### 3 Assessing performance

- 3.1 Assessment of all units at any level of e-Responsibility for Education NVQs/SVQs and competence-based qualifications may be based on either learner performance at work or, only where this is strictly necessary, through simulation (See Section 4 below).
- 3.2 Units imported into the e-Responsibility for Education NVQs/SVQs and competence-based qualifications must be assessed in accordance with the imported assessment strategies.

### 4 Simulation of NVQ/SVQ units

- 4.1 Simulation is only permitted with agreement from Pearson in exceptional circumstances where natural work evidence is unlikely to occur. It must be used sparingly and must only form a small part of the evidence for the qualification. It should not be used for any part of the e-Responsibility for Education role that involves the direct supervision of others.

### 5 Occupational expertise to assess performance and verify assessments

- 5.1 Evidence of learners' work achievements must be assessed, or verified at work by:
- Assessors, or internal verifiers** who have achieved the appropriate regulatory body approved qualifications for assessment or internal quality assurance; or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of starting their role;

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<sup>1</sup> Independent assessment is assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome

**OR**

- b. A **trainer, supervisor or manager**, elected by an employer, who must either:
1. Have achieved the appropriate regulatory body approved unit qualifications for assessment or internal quality assurance, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of starting their role;

Unqualified assessors and internal verifiers must have their decisions counter-signed by suitably qualified assessors and internal verifiers.

**OR**

2. Employer organisations may seek guidance and qualification approval from Pearson on the basis of the 'Employer Direct' model where they are able to demonstrate that the:
  - Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
  - Trainer, supervisor or manager is able to map their assessment or internal verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based.

- 5.2 **Assessors** must be occupationally competent to make e-Responsibility for Education assessment judgements about the level and scope of individual learner performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.
- 5.3 **External Verifiers and Internal Verifiers** must be occupationally competent to make e-Responsibility for Education quality assurance judgements about the quality of assessment and the assessment process.
- 5.4 Pearson will supply information on the requirements for internal and external quality assurance activities to e-Responsibility for Education assessment centres.
- 5.5 All assessors and verifiers to maintain current e-Responsibility for Education competence to deliver these functions. It is recognised this can be achieved in many ways but these must be recorded in individual continual professional development (CPD) records that are maintained in e-Responsibility for Education assessment centres.



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**For more information on Edexcel and BTEC qualifications please visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

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