



Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use

Specification

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Issue 1

About Pearson

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Welcome

With a track record built over 40 years of learner success, our BTEC International qualifications are recognised internationally by governments, industry and higher education.

What are BTEC International Specialist and Professional qualifications?

These BTEC qualifications are available at Levels 1–3 (Specialist) and at Levels 4–7 (Professional).

BTEC International Specialist and Professional qualifications give learners the knowledge and/or skills that they need to prepare for employment in a sector or job role. They also provide career development opportunities for those already in work.

They put learning into the context of the world of work, giving learners the opportunity to apply their learning in relevant and realistic work contexts. This applied, practical approach means that learners develop the knowledge and skills they need for career progression or further study.

Sizes of qualification

Pearson estimates the number of guided learning hours (GLH) that will be needed for centre staff to deliver the qualification. This includes all training that involves centre staff in teaching and supervising learners, as well as all assessment activities.

BTEC Specialist and Professional qualifications are available in the following sizes:

- Award – a qualification with a GLH value of 10–120 hours
- Certificate – a qualification with a GLH value of 121–369 hours
- Diploma – a qualification with a GLH value of 370 or above.

Collaborative development

This qualification has been developed with input from industry experts. We are grateful to all the individuals and organisations who generously shared their time and expertise to help us develop these new qualifications.

Introduction to BTEC International Specialist qualification for the social media and digital marketing sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use.

In the social media and digital marketing sector the qualification is:

Pearson BTEC International Level 1 Specialist Award in Social Media.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*.

This qualification is not regulated in England.

The information in this specification is correct at the time of publication.

1 Qualification purpose and progression

Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use

Who is this qualification for?

The Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use is for learners who work in, or want to work in, the social media and digital marketing sector. It gives learners the opportunity to:

- develop knowledge and skills related to social media for personal use
- develop their own personal growth and engagement in learning
- develop knowledge of how businesses use social media.

What could this qualification lead to?

Learners who have completed the Pearson BTEC International Level 1 Specialist Award in Social Media can progress on to other qualifications, such as the:

- Pearson BTEC Level 2 Diploma in IT User Skills.
- Pearson BTEC International Level 2 qualifications in Information Technology.

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use
Operational start date	November 2021
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Guided Learning Hours (GLH)	45
Assessment	The units are assessed using assignments that are set and marked by the centre.
Unit grading information	Pass
Qualification grading information	Pass

3 Structure

Qualification structure

The structure for the qualification in this specification is:

- Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use.

Pearson BTEC International Level 1 Specialist Award in Social Media for Personal and Business Use

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Unit number	Unit title	GLH
Mandatory units - learners must achieve both units		
1	Principles of Social Media for Business and Personal Use	30
2	Setting up Social Media for Personal Use	15

4 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for all qualifications.
Unit title	This is the formal title that we always use, and it will appear on learners' certificates.
Level	All units and qualifications have a level assigned to them. The levels correspond with the levels used in the UK's Regulated Qualification Framework.
Unit type	This says if the unit is mandatory or optional for the qualification.
Guided Learning Hours (GLH)	Guided Learning Hours (GLH) is an estimate of the number of hours that will be needed for a typical learner to achieve the unit. Guided learning includes all training that involve centre staff in teaching and supervising learners, as well as all assessment activities.
Unit aim	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification.
Learning outcomes and grading criteria	The learning outcomes set out what a learner must know, understand or be able to do as the result of a process of learning. The grading criteria specify the standard the learner is required to meet to achieve a Pass, Merit or Distinction for the unit.

Section	Explanation
Unit amplification	This section sets out what needs to be taught. Content is compulsory except when it follows an 'e.g.'. Learners should not be asked to complete the assessment until all of the content for the unit has been taught.
Information for tutors	This section gives information to support delivery, the implementation of assessment and suggested resources or learners.
Essential resources	This lists any specialist resources needed to deliver the unit. Centres will be asked to show that these resources are in place when they seek approval from Pearson to offer the qualification.

Index of units

This section contains all the units developed for this qualification.

Unit 1: Principles of Social Media for Business and Social Use	11
Unit 2: Setting up Social Media for Personal Use	21

Unit 1: Principles of Social Media for Business and Social Use

Level:	1
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	30

Unit aim

In this unit, learners will develop their understanding of how to use social media effectively for personal and business purposes and the benefits and risks associated with that use.

Essential resources

Learners need access to suitable social media platforms and monitoring tools.

Learning outcomes and assessment criteria

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

Please note the unit amplification is not indicative.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the major social media platforms	1.1	State the major social media platforms	<p>Major platforms by traffic, including:</p> <ul style="list-style-type: none"> • Social networking, e.g. Facebook, Twitter, MySpace • Photo sharing, e.g. Instagram, Flickr, Pinterest • Video sharing (video hosting), e.g. YouTube, Tik-Tok, Snapchat • Blogging/Community Building, e.g. WordPress, Tumblr, Google+, Blogger, LinkedIn <p>NOTE: Social media platforms evolve quickly, and new platforms, including blog sites may supplant established ones. Inclusion of social media platforms as examples does not imply endorsement by Pearson</p>
		1.2	Identify reasons for using social media platforms for personal use	<p>Reasons for using social media will not all apply to every platform and there is overlap between them, e.g. build a community, become influential, earn respect, open up opportunities, make people proud of you, make people jealous of you, develop new skills, make global connections, promote a cause, help people, earn money, change people's minds, become accepted, become valued, become a leader</p>

Learning outcomes		Assessment criteria	Unit amplification
		1.3 Compare the main characteristics between major social media platforms	<p>Comparing characteristics of two or more major social media platforms</p> <p>Characteristics of social media platforms, e.g.:</p> <ul style="list-style-type: none"> • Facebook: 'Wall', events, timelines, photos, newsfeed, statuses, messaging, comments, chat, plug-ins, games • LinkedIn: groups, statuses, home page, extended links (who knows who), video support, recommendations, analytics, InMail, alumni tool, newsfeeds • Twitter: suggestions for following, guides for business and advertising, search tools, list tools, newsfeed, top stories/tweets, trends tool • Pinterest: social bookmarking 'pins', topic groups, following, comments • MySpace: photos, newsfeed, statuses, messaging, comments, chat, groups, bulletins, comments, stream (timeline) • Google+: circles (groups), streams (timeline), hangouts (chat), messaging, sand bar (Google-wide toolbar), photos, newsfeed, games, search tools, ripples (analytics of link and post sharing), integration with numerous Google products • blog sites: enhanced text and style facilities, comments, images and video, tags, archives, auto-generation of summary pages, text search facility, generates newsfeed

Learning outcomes		Assessment criteria		Unit amplification
2	Know the types of social media channels	2.1	State the types of social media channels	<p>Types of social media channels, e.g.:</p> <ul style="list-style-type: none"> • social networking • photo sharing • video sharing • blogging • community building • music and entertainment • gaming • academic • professional networking/career development <p>NOTE: Social media channels evolve quickly, and different types of channels may supplant established ones. Inclusion of social media types as examples does not imply endorsement by Pearson</p>
		2.2	Identify reasons for using types of social media channels for personal use	<p>Reasons for using types of social media channels may include those given in the amplification for 1.2</p> <p>Additional reasons will not all apply to every channel and there is overlap between them, e.g. obtaining online/cloud storage, meeting people with similar interests, gaining access to specialist tools</p>
		2.3	Compare the main differences between types of social media channels	Comparing two or more types of social media channel

Learning outcomes		Assessment criteria		Unit amplification
3	Know how an individual uses social media	3.1	Identify why an individual uses social media	Comparing the reasons for using social media from 1.2 to content produced by an individual to identify why they might be using social media
		3.2	Explain the advantages of an individual building an online community	Advantages, e.g. social activity, learning social skills, participation in groups, finding friends, improving confidence, enabling self-expression, being valued for their contribution, improving literacy, developing ICT skills, improving awareness of online safety/consideration of other's safety, encouraging self-motivation, gaining knowledge
		3.3	State the benefits of an individual using social media for engagement	Benefits, e.g. being able to build and maintain relationships with large numbers of people over a wide geographical area, cost and time savings over other social interaction methods
4	Know how a business uses social media	4.1	Identify why a business uses social media	Reasons, e.g. control publishing, control marketing, advertising to wider audiences, build online business, open up business opportunities, develop/establish a brand, help grow a business, connect to wider/global markets, connect with new groups/types of customer, establish a reputation Comparing the reasons for using social media to content produced by a business to identify why it might be using social media
		4.2	Explain the advantages of a business building an online community	Advantages, e.g. gaining/retaining customers, spreading brand awareness, establishing a reputation for customer service/response to feedback, reducing support costs, enhancing search engine placement

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Describe why a business should be aware when they are mentioned in social media	Reasons for being aware, e.g. being able to respond quickly to unhappy customers/adverse events, being able to capitalise on good comments/events, improving knowledge of where the business is being publicised/who is reading about it
		4.4	State the benefits of a business using social media for engagement	Benefits, e.g. better market knowledge, customer satisfaction, obtaining recommendations, developing leads
		4.5	Identify ways of monitoring social media engagement	Monitoring tools, e.g. Google Analytics, Facebook Insights, Hootsuite, Brandwatch, Social Mention
5	Know the risks associated with using social media	5.1	Identify risks associated with using social media for personal use	Risks, e.g. disclosure of private information, cyber stalking/bullying, access to inappropriate/illegal material, phishing, malware, legal liability for posted content, posted content is almost impossible to remove completely from the internet and may negatively influence future employers
		5.2	Identify risks associated with using social media for business	Risks, e.g. malware, legal liability for posted content, time wasting, vulnerability to hackers, vulnerability to malicious posters/commenters, disclosure of confidential information, PR disasters, reputation or brand loss, loss of data, brand hijacking infringement of trademarks and copyrights
		5.3	Explain why a business should have a social media policy	Reasons for having a policy, e.g. promoting company philosophy, avoiding conflicts of interest, security concerns, establishing a business identity, ensuring confidentiality of business and customer information, promoting honesty and respect in communications, helping with compliance with other business policies such as codes of conduct, separating company and personal messages

Information for tutors

Delivery

It is suggested that this unit be delivered in sequential order, i.e. from learning outcome 1 to learning outcome 5. There is some overlap between learning outcomes and an alternative approach might be to deliver learning outcomes 1 and 2 together, followed by learning outcomes 3 and 4 and, finally, learning outcome 5.

Some assessment evidence may need to be produced during the practical use of social media, and the centres should consider what support evidence can be collected.

Most learners will probably have some experience of using the more popular social media platforms and they may have their own accounts on one or more of them. However, this is not a prerequisite of the unit and such knowledge should not be assumed.

This unit can be taught in conjunction with *Unit 2: Setting up Social Media for Personal Use*.

Learning outcome 1 deals with major social media platforms and there is some overlap with learning outcome 2, which deals with types of social media channels. It should be noted that new platforms are created and established ones fall out of fashion on a regular basis, while different types of platforms may have different purposes and appeal to different audiences. The examples given in the unit amplification may not all be appropriate and tutors should ensure that they use up-to-date and relevant examples. There is an opportunity here for learners to conduct some research.

The use and features of the different types of platform can be demonstrated, either live or via screen recordings. There are numerous YouTube and other videos available that demonstrate this for all the major platforms.

Learners can relate the use of social media to their own experiences, although care should be taken not to let learners compromise their own privacy and security by revealing details of any accounts they may have. Centre/dummy accounts could be set up for learners to work with at this stage.

Learning outcome 2 deals with different types of social media channel and may be approached in a similar way to learning outcome 1, again, using YouTube and other available videos to demonstrate the use and features of social media-channels. Because of the nature of some channels, for example video, it would be sensible to pre-select the material to show 'how to use/features of channels' rather than give learners access to channel content.

Evidence for learning outcomes 1 and 2 could be reports or presentations, although the use of social media platforms, for example Flickr, YouTube or a blog site, to create and store evidence, may be more interesting for learners.

Learning outcome 3 deals with how individuals use social media and there is some overlap with learning outcome 4, which deals with the business use of social media.

There is an opportunity here for research and discussion, it could be conducted using social media.

Individual learners are likely to have different views as to why and how they use social media, so it is probably better to use case studies and hypothetical individuals rather than rely on learners' own experiences. Learners could look at content produced by well-known individuals, for example actors, singers and politicians, although care should be taken to differentiate between the person's own content, for example tweets, and that produced by public relations staff.

Learning outcome 4 deals with how businesses use social media and may be approached in a similar way to learning outcome 3. Case studies of real and hypothetical businesses would be suitable for bringing out the main points. There is also the opportunity for learners to carry out some research.

The use of monitoring tools is likely to be a practical exercise. Some tools may require an account to be opened and it is suggested that a centre/tutor account is used rather than each learner signing up individually. There are many YouTube and other videos available that demonstrate the use and features of monitoring tools.

Evidence for learning outcomes 3 and 4 could be reports or presentations but, to add interest, social media platforms could be used, for example Flickr, YouTube or a blog site, to create and store evidence. Use of monitoring tools could be evidenced by screen captures and observation.

Learning outcome 5 deals with the risks associated with using social media. It is likely that some learners will already be familiar with the risks to individuals, for example they may have personal experience of ill-effects or know someone who has been affected. These experiences often provide a good starting point for discussion if learners are willing to talk about them.

Case studies should be prepared to cover the topic and used where learners have not experienced a particular problem.

Evidence could be produced through group discussions, reports or presentations. Care should be taken not to let learners give away personal information if they are writing about their own or other learners' experiences.

Case studies would be appropriate for looking at risks to businesses and a centre's own social media policy might be a starting point for looking at why businesses need this type of policy. Many companies publish their social media policies on their websites.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all the assessment criteria to pass the unit.

It is envisaged that this unit be delivered using various topic areas of interest to learners.

Assessment evidence will primarily be in the form of reports and presentations, although group discussions, observation and screen recordings may be appropriate for some aspects. It is advised that learners keep a log of evidence recorded against each assessment criterion.

Suggested resources

Website

<https://mashable.com>

News and articles on using social media.

Videos demonstrating how to use a wide range of social media platforms and tools and how to use social media for promotional purposes.

Unit 2: Setting up Social Media for Personal Use

Level:	1
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	15

Unit aim

This unit aims to enable learners to set up, use and maintain appropriate social media tools. Learners will develop the skills required to customise tools, create and optimise content and make the best use of tools and techniques to grow their personal online presence.

Essential resources

For this unit, learners need access to suitable social media platforms and monitoring tools.

Learning outcomes and assessment criteria

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

Please note the unit amplification is not indicative.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to use social media to engage with an audience	1.1	Describe how to use different types of social media tools to engage with a personal audience	Types of tool, e.g. social networks, blogs, microblogs, wikis, podcasts, forums, media sharing, RSS feeds, bookmarking, social news Types of audience, e.g. general public, niche, friends, family, social group, common interest group
		1.2	Describe how a business uses different types of social media tools to engage with their audience	Identifying an audience, e.g. existing customers, age group, economic group, linked by common interest Methods of creating engagement, e.g. competitions, feedback and recommendations, asking for content from audience, creating links between social media, personalisation, creating conversations, growing groups and communities, creating specific content in response to audience feedback

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to set up and maintain social media for personal use	2.1	Set up personal social media profiles	<p>Sign up for different types of tool</p> <p>Selection of an appropriate range of tools</p> <p>Configuration of basic settings/profile for selected range of tools, e.g. registering name, creating pages, permissions/privacy settings</p>
		2.2	Customise personal social media profiles	<p>Advanced settings, e.g. contact lists, linking media, linking other accounts, creating/joining groups, adding extra admins, managing tags, managing comments, add a photo, add a customised template background</p>
		2.3	Engage in social media conversation including responding to contacts	<p>Conversation types, e.g. advertise something, ask or answer questions, express agreement or dissent, call for action on or support of something, share or distribute media, respond to or comment on events, make a joke, offer a greeting, express an opinion, ask for help, create a post, share a photo</p> <p>Initiating a range of conversation types, respond to replies, spread the conversation to other people/social media</p>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to create and maintain content to publish for personal use	3.1	Create content to be published on personal social media for an identified audience	Types of content, e.g. images, video, audio, text, links, polls, quizzes Identifying an audience, e.g. as listed in the amplification for 1.1 Creating appropriate content within social media platforms Creating appropriate content independent of social media platforms using, e.g. webcams, video cameras, digital cameras, text editors
		3.2	Identify themes and keywords around which content will be focused	Identifying themes and associated keywords Keyword search tools for specific social media sites, e.g. YouTube Keyword Tool, Twitter Search, Facebook Lexicon General keyword search tools, e.g. Google Trends, Technorati, Blinkx, Social Mention
		3.3	Edit and optimise content ready for publishing	Online and offline editing Use of editing tools, e.g. for images, video, audio, text Use of optimisation tools
		3.4	Publish content to agreed platforms	Publish the content to the identified platforms

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to grow the use of social media for personal use	4.1	Identify who to follow on personal social media based on identified themes and keywords	<p>Using search tools built into social media platforms to find keywords, e.g. name, tags, bio information, interests</p> <p>Using search tools outside of social media platforms, e.g. search engines, websites set up to find people to follow</p> <p>Using information spread via social media contacts</p>
		4.2	Follow identified people on personal social media	Using buttons and widgets built into social media platforms to follow and unfollow
		4.3	Engage with followers on personal social media	<p>Responding to communications by followers</p> <p>Analysing communications to find what gets the most likes, links, comments, etc.</p>
		4.4	Monitor and promote published content via other social media channels	<p>Using social media tools to promote content by, e.g. writing blog or microblog posts about the content, bookmarking and linking to the content, commenting about the content</p> <p>Posting regular updates on the content over a short time period to keep it up to date and visible</p> <p>Using feedback and monitoring tools to track the effectiveness of the promotion</p>

Information for tutors

Delivery

A practical approach to delivery is essential for this unit to enable learners to develop their technical knowledge and skills. It is strongly advised that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 4.

Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting evidence can be collected.

Most learners will probably have some experience of using the more popular social media platforms and they may have their own accounts on one or more of them. However, this is not a prerequisite of the unit and such knowledge should not be assumed.

This unit can be taught in conjunction with *Unit 1: Principles of Social Media for Business and Social Use*. Learning outcome 1 is theory based but can be approached in a practical way. Learners should be exposed to a wide range of social media tools so that they make an appropriate choice for learning outcomes 2, 3 and 4. The use and features of the different types of tool can be demonstrated, either live or via screen recordings. There are many YouTube and other videos available that demonstrate the use of all the common social media platforms. Learners can relate the personal use of social media to their own experiences, although care should be taken not to let learners compromise their own privacy and security by revealing details of any accounts they may have. Centre/dummy accounts could be set up for learners to work with at this stage. The use of social media tools by businesses could be approached using case studies. There are videos available that illustrate business use of social media and there is an opportunity here for learners to carry out some simple research. Learning outcome 2 requires learners to set up and maintain social media accounts. It is probably best if they do not use any accounts that they have already. Learners should be guided in how to set up an account safely and how to keep their account and any personal information secure. Learners should set up accounts for a few social media platforms so that they can use them for creating and promoting content in learning outcomes 3 and 4. The social media conversations required for 2.3 could be between tutor-controlled accounts and learner accounts, as this would simplify the capture of evidence. Tutors may find it helpful if they are added as extra admins to each learner account as this would enable them to gather assessment evidence without a learner having to be present to allow access. This can be through the settings page of an account. Learning outcome 3 requires learners to publish content for an identified audience. The first step should be for the learner and tutor to agree on who the audience will be. It could be real or role played by other learners. The learner and tutor will then need to agree on which social media platforms to use. At this point, the learner can work on identifying and creating appropriate content. Only a few platforms need to be used for learning outcome 3 and learners should be guided in producing content that can be displayed, at least in part, on all the platforms selected. Learning outcome 4 requires learners to follow and be followed on social media. Care

should be taken not to allow learners to inundate third parties with requests. Following large businesses, organisations or celebrities should not cause a problem, but, ideally, a small local business should not be followed without its prior agreement.

Learners engaging with their own followers and promoting content can also bring problems. Promoted material, even if sent to selected, safe recipients, can still 'escape' into the wider internet and learners should be briefed on how to deal sensibly with communications with unknown followers and commenters.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Where possible, a holistic approach to delivery is recommended throughout this qualification. However, this unit is task based and could prove difficult to achieve in one set context. It is envisaged that the unit be delivered using various topic areas of interest to learners.

Assessment evidence for the practical use of social media will primarily be in the form of observations or screen recordings, although class discussions, peer assessment and other written work may be effective. It is advised that learners keep a log of evidence recorded against each assessment criterion.

Suggested resources

Websites

<https://mashable.com/category/social-media>

News and articles on using social media.

www.youtube.com/

Videos demonstrating how to use a wide range of social media platforms and tools and how to use social media for promotional purposes.

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery that meets learners' needs. This might include full time or part time direct instruction in classrooms, distance learning, and directed self-study.

Centres must make sure that learners have access to the identified resources and to the subject specialists delivering the units.

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

- developing up-to-date and relevant teaching materials that make use of scenarios or case studies that are relevant to the sector
- giving learners the opportunity to apply their learning in realistic practical activities, for example creating business documentation or performing role plays
- developing projects with input from employers.

Where legislation is taught, centres must ensure that it is current and up to date.

6 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the qualification structure.

Internal assessment

All units in this qualification are internally assessed. This means that centres set and mark the assessments, which are then subject to external standards verification by a Pearson standards verifier.

Assessment using assignments

For all units, the format of assessment is an assignment taken after the content of the unit has been delivered. An assignment may take a variety of forms, including practical and written. Assignments are separate from teaching, practice, and other activities that learners complete with input from teachers. Assignments must be completed independently by learners, which means they work on their own without input from other learners or teachers.

An assignment needs to be issued to learners as an assignment brief which includes a start date, a completion date and clear requirements for the evidence that they need to provide. Assignments should be set within a specific organisational context. Assignments can be divided into tasks and may require several forms of evidence, including written tasks and observations.

Teachers will set the assignments. These must allow learners to generate the evidence required to meet the assessment criteria and the *Essential Requirements for Assessors* for the unit.

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why achievement of assessment criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to the learner.

Resubmissions and retakes

Learners who do not successfully pass an assignment are allowed one opportunity to resubmit evidence for this assignment. If they still do not reach the required standard, they should be given one opportunity to retake a different assignment that covers the same learning outcome(s).

Resits

Learners who take the onscreen test and do not perform as expected are allowed the opportunity to resit the assessment. Centres will need to ensure that learners are fully prepared against any identified areas of weakness before resitting the assessment.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs and Programme Leaders.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Pearson's equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on 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*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner is assessed. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through allowing the use of assistive technology or adjusting the format of evidence. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reductions for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have access to 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/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Specialist and Professional qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from October 2021) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 1 Specialist Award in Social Media qualification. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and learners as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC International Specialist and Professional qualifications, these may include:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the Pearson BTEC International Level 1 Specialist Award in Social Media qualification, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. They include teaching tips and ideas, assessment preparation and suggestions for further resources
- sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation
- delivery plans that help you structure delivery
- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units available on LearningHub
- digital resources across a range of mandatory and optional units that enable an immersive learning experience available on LearningHub. LearningHub

Digital learning content for this programme will be available on the Pearson LearningHub. This online and mobile-optimised platform provides high-quality, bitesized digital content for an accessible, interactive learning experience.

<https://www.pearson.com/uk/web/learning-hub.html>

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your Pearson BTEC International Level 1 Specialist Award in Social Media qualification. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Specialist and Professional qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC International Specialist and Professional qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

November 2021

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](https://www.pearson.com/qualifications)

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