

# **Pearson BTEC Level 1 Award in Social Media (QCF)**

## **Specification**

BTEC Specialist qualification

First teaching May 2013

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Publications Code BA034958

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## Purpose of this specification

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

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding the learner needs before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which 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 learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

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

## What are BTEC Specialist qualifications?

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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 BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, ie Technical Certificates.

There are three sizes of 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 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

<b>Qualification title</b>	<b>Pearson BTEC Level 1 Award in Social Media (QCF)</b>
QCF Qualification Number (QN)	600/8865/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/05/2013
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	41
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see Section 10, <i>Access and recruitment</i> )

## **QCF qualification title and Qualification Number**

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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, units 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. Further information about certification is in the *Edexcel Information Manual* on our website at [www.edexcel.com](http://www.edexcel.com)

## **Objective of the qualification**

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The Pearson BTEC Level 1 Award in Social Media (QCF) 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.

## **Progression opportunities through Edexcel qualifications**

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Learners who achieve the Pearson BTEC Level 1 Award in Social Media (QCF) can progress on to the Pearson Level 2 Award in Social Networking for Business (QCF) or the Pearson BTEC Level 2 Diploma in IT User Skills (ITQ) (QCF).

## 3 Centre resource requirements

As part of the approval process, centres must make sure that the resource 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 make sure 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.

## 4 Qualification structure

### Pearson BTEC Level 1 Award in Social Media (QCF)

Learners will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	D/504/8172	Principles of Social Media	1	3	29
2	M/504/8175	Social Media for Personal Use	1	3	12

## 5 Assessment

The table below summarises the assessment methods used in this qualification.

Units	Assessment method
All units	Centre-devised assessment

### 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 the 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 also 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 provide learners with 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*.

## 6 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.

Edexcel 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*, which is on the Edexcel website.

### 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.

## **7 Centre recognition and approval centre recognition**

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get ‘automatic approval’ for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application can be made.

### **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. Edexcel 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 Edexcel BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel 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 Edexcel 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 allocate a Standards Verifier annually 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 the Edexcel 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.

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

## 10 Access and recruitment

Edexcel'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 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. Edexcel'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.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are 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 Edexcel to offer the qualification.

## Learning outcomes

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 sub-sections.

- *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 Social Media**

**Unit reference number:** **D/504/8172**

**QCF level:** **1**

**Credit value:** **3**

**Guided learning hours:** **29**

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## **Unit aim**

This unit aims to develop awareness of a wide range of social media platforms, both general use and specialist types.

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, 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.

**Please note the unit amplification is not indicative.**

Learning outcomes	Assessment criteria	Unit amplification
1 Know the major social media channels	1.1 State the major social media channels	<p><input type="checkbox"/> Major channels by traffic, these include Facebook, LinkedIn, Twitter, Pinterest, MySpace, Google+, blogs sites, eg blogger, WordPress, Tumblr</p> <p><b>NOTE:</b> ranking can change quickly and new channels, and blog sites, may supplant established ones. Inclusion of channels as examples does not imply endorsement by Pearson</p>
	1.2 Identify reasons for using each of the major social media channels for personal use	<p><input type="checkbox"/> Reasons for using social media will not all apply to every channel and there is overlap between them, eg 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>
	1.3 State the main differences between the major social media channels	<p><input type="checkbox"/> Comparing characteristics of two or more major channels</p> <p><input type="checkbox"/> Characteristics of social media channels, eg:</p> <ul style="list-style-type: none"> <li>• Facebook: 'Wall', events, timelines, photos, newsfeed, statuses, messaging, comments, chat, plug-ins, games</li> <li>• LinkedIn: groups, statuses, home page, extended links (who knows who), video support, recommendations, analytics, InMail, alumni tool, newsfeeds</li> <li>• Twitter: suggestions for following, guides for business and advertising, search tools, list tools, newsfeed, top stories/tweets, trends tool</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li>• Pinterest: social bookmarking 'pins', topic groups, following, comments</li> <li>• MySpace: photos, newsfeed, statuses, messaging, comments, chat, groups, bulletins, comments, stream (timeline)</li> <li>• 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</li> <li>• blog sites: enhanced text and style facilities, comments, images and video, tags, archives, auto-generation of summary pages, text search facility, generates newsfeed</li> </ul>
2 Know the specialist social media channels	2.1 State the specialist social media channels	<p><input type="checkbox"/> Types of specialist channel, eg music, images/video, gaming, academic Examples of specialist channels, eg:</p> <ul style="list-style-type: none"> <li>• music: Last.fm, Buzznet, Jango</li> <li>• images/video: Flickr, YouTube, PictureSocial</li> <li>• gaming: Gaia Online, WeeWorld, gamerDNA</li> <li>• academic: CiteULike, Curriki, Campusbug</li> </ul> <p><b>NOTE:</b> ranking can change quickly and new channels may supplant established ones. Inclusion of specialist channels as examples does not imply endorsement by Pearson</p>
	2.2 Identify reasons for using each of the specialist social media channels for personal use	<p><input type="checkbox"/> Reasons for using specialist social media channels may include those given in the amplification for 1.2</p> <p><input type="checkbox"/> Additional reasons will not all apply to every channel and there is overlap between them, eg obtaining online/cloud storage, meeting people with similar interests, gaining access to specialist tools</p>
	2.3 State the main differences between the specialist social media channels	<p><input type="checkbox"/> Comparing characteristics of two or more specialist channels</p>

Learning outcomes		Assessment criteria	Unit amplification
3 Know how an individual uses social media	3.1 Identify why an individual uses social media	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul>	
	3.2 Explain the advantages of an individual building an online community	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advantages, eg 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</li> </ul>	
	3.3 State the benefits of an individual using social media for engagement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Benefits, eg 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</li> </ul>	
4 Know how a business uses social media	4.1 Identify why a business uses social media	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reasons, eg 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</li> <li><input type="checkbox"/> Comparing the reasons for using social media to content produced by a business to identify why it might be using social media</li> </ul>	
	4.2 Explain the advantages of a business building an online community	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advantages, eg gaining/retaining customers, spreading brand awareness, establishing a reputation for customer service/response to feedback, reducing support costs, enhancing search engine placement</li> </ul>	
	4.3 Describe why a business should be aware when they are mentioned in social media	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reasons for being aware, eg 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</li> </ul>	
	4.4 State the benefits of a business using social media for engagement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Benefits, eg better market knowledge, customer satisfaction, obtaining recommendations, developing leads</li> </ul>	

Learning outcomes		Assessment criteria	Unit amplification
		4.5 Identify ways of monitoring social media engagement	<input type="checkbox"/> Monitoring tools, eg Google analytics, Facebook Insights, Hootsuite, Klout, TweetReach, PeerIndex, Social Mention
5	Know the risks associated with using social media	5.1 Identify risks associated with using social media for personal use	<input type="checkbox"/> Risks, eg 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	<input type="checkbox"/> Risks, eg malware, legal liability for posted content, time wasting, vulnerability to hackers, vulnerability to malicious posters/commenters, disclosure of confidential information, PR disasters
		5.3 Explain why a business should have a social media policy	<input type="checkbox"/> Reasons for having a policy eg 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

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### 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: Social Media for Personal Use*.

Learning outcome 1 deals with major social media channels and there is some overlap with learning outcome 2, which deals with specialist channels. It should be noted that new channels are created and established ones fall out of fashion on a regular basis, while specialist channels may add new features and become mainstream. 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 channel can be demonstrated, either live or via screen recordings. There are numerous YouTube and other videos available that demonstrate this for all the major channels.

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 specialist social media channels 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 specialist 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**

### **Websites**

mashable.com/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.

**Unit 2:****Social Media for Personal Use**

**Unit reference number:** M/504/8175

**QCF level:** 1

**Credit value:** 3

**Guided learning hours:** 12

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**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, 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.

**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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Types of tool, eg social networks, blogs, microblogs, wikis, podcasts, forums, media sharing, RSS feeds, bookmarking, social news</li> <li><input type="checkbox"/> Types of audience, eg general public, niche, friends, family, social group, common interest group</li> <li><input type="checkbox"/> Tailoring social media tools to audience type</li> </ul>
	1.2 Describe how a business uses different types of social media tools to engage with their audience	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying an audience, eg existing customers, age group, economic group, linked by common interest</li> <li><input type="checkbox"/> Methods of creating engagement, eg 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</li> </ul>
2 Be able to set up and maintain social media for personal use	2.1 Set up personal social media profiles	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sign up procedure for different types of tool</li> <li><input type="checkbox"/> Selection of an appropriate range of tools</li> <li><input type="checkbox"/> Sign up and configuration of basic settings/profile for selected range of tools, eg registering name, creating pages, permissions/privacy settings</li> </ul>
	2.2 Customise personal social media profiles	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced settings, eg contact lists, linking media, linking other accounts, creating/joining groups, adding extra admins, managing tags, managing comments</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Engage in social media conversation including responding to contacts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conversation types, eg 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</li> <li><input type="checkbox"/> Initiating a range of conversation types, respond to replies, spread the conversation to other people/social media</li> </ul>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Types of content, eg images, video, audio, text, links, polls, quizzes</li> <li><input type="checkbox"/> Identifying an audience, eg as listed in the amplification for 1.1</li> <li><input type="checkbox"/> Creating appropriate content within social media platforms</li> <li><input type="checkbox"/> Creating appropriate content independent of social media platforms using, eg webcams, video cameras, digital cameras, text editors</li> </ul>
	3.2 Identify themes and keywords around which content will be focused	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying themes and associated keywords</li> <li><input type="checkbox"/> Keyword search tools for specific social media sites, eg YouTube Keyword Tool, Twitter Search, Facebook Lexicon</li> <li><input type="checkbox"/> General keyword search tools, eg Google Trends, Technorati, Blinkx, Social Mention</li> </ul>
	3.3 Edit and optimise content ready for publishing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Online and offline editing</li> <li><input type="checkbox"/> Use of editing tools, eg for images, video, audio, text</li> <li><input type="checkbox"/> Use of optimisation tools</li> </ul>
	3.4 Publish content to agreed platforms	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying appropriate social media platforms and content for an identified audience</li> <li><input type="checkbox"/> Publishing a suitable range of content to the identified platforms</li> </ul>

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 <ul style="list-style-type: none"> <li><input type="checkbox"/> Using search tools built in to social media platforms to find keywords, eg name, tags, bio information, interests</li> <li><input type="checkbox"/> Using search tools outside of social media platforms, eg search engines, websites set up to find people to follow</li> <li><input type="checkbox"/> Using information spread via social media contacts</li> </ul> 4.2 Follow identified people on personal social media <ul style="list-style-type: none"> <li><input type="checkbox"/> Using buttons and widgets built into social media platforms to follow and unfollow</li> </ul> 4.3 Engage with followers on personal social media <ul style="list-style-type: none"> <li><input type="checkbox"/> Responding to communications by followers</li> <li><input type="checkbox"/> Analysing communications to find what gets the most likes, links, comments, etc.</li> </ul> 4.4 Monitor and promote published content via other social media channels <ul style="list-style-type: none"> <li><input type="checkbox"/> Using social media tools to promote content by, eg writing blog or microblog posts about the content, bookmarking and linking to the content, commenting about the content</li> <li><input type="checkbox"/> Posting regular updates on the content over an extended time period to keep it up to date and visible</li> <li><input type="checkbox"/> Using feedback and monitoring tools to track the effectiveness of the promotion</li> </ul>	

## Information for tutors

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### 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*.

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 types and platforms 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 use 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 resource**

### **Websites**

<http://mashable.com/social-media/>

News and articles on using social media

[www.youtube.com/](http://www.youtube.com/)

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

## 13 Further information and useful publications

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

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Work-based learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges:  
[www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

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

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**Publications Code BA034958 May 2013**

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