Handbook

SMPA1 – VTCT (Skillsfirst) Level 1 Award in Creating an Online Profile Using Social Media (RQF)

601/6293/4

Version 3

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Creating an Online Profile Using Social Media (RQF)
Qualification number	601/6293/4
Product code	SMPA1
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	55
Guided Learning (GL) hours	47
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Level 1 Award in Creating an Online Profile Using Social Media (RQF) is aimed at learners who are seeking employment or are looking to progress in their current job role by promoting themselves using social media applications. This qualification enables the learner to understand how social media can be used to increase their potential employment opportunities by promoting their online profile. It will also allow the learner to be aware of the range and risks of social media applications that they could use and to understand how to make best use of them.

2.2 Progression opportunities

On completion of the Level 1 Award in Creating an Online Profile Using Social Media (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Entry Level Certificate in IT Skills for Work (RQF)
- Level 1 Award in Principles of Customer Service (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Creating an Online Profile Using Social Media (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **55**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
SMP01	Create an online profile using social media	0	47	T/507/2882

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3 Deliverers, assessors and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/ verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units on which they are providing an expert opinion
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For the Level 1 Award in Creating an Online Profile Using Social Media (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- letter
- e-mail
- annotated or highlighted text
- action plan
- review and tutorial records
- report
- project plan
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- leaflets
- product
- screen dumps (print screen)

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

SMP1 – Create an online profile using social media
Unit reference number: T/507/2882

> **Level: 1**
> **Credit value: 6**
> **Guided Learning (GL) hours: 47**

Unit aim

This aim of this unit is to provide the knowledge and understanding to know how social media can be used to increase their potential employment opportunities by promoting their online profile. It will also allow the learner to be aware of the range and risks of social media applications that they could use and to understand how to make best use of them.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Know how social media applications are used

LO2 Know how to create an online profile

LO3 Know the risks of promoting an online profile through social media

LO4 Know how to use social media to identify employment opportunities

LO5 Know how to communicate with employers using social media

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Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to Council for Administration NOS, CSD22 Develop a customer service network through social media platforms and Marketing 4.3.8 Market to target customers using digital/electronic media

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for social media and digital marketing.

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how social media applications are used	1.1 Identify common social networking sites
	1.2 Describe what is meant by an online identity
	1.3 Describe ways in which social networks can be accessed
	1.4 Identify the guidelines and ethical considerations concerning the use of social networks

Learning Outcome	Assessment Criteria
LO2 Know how to create an online profile	2.1 State what information and media must be included when creating an online profile
	2.2 State what is required for a secure on-line password
	2.3 Describe the privacy levels available for social media accounts
	2.4 State the importance of adding appropriate contacts and digital media to an online profile
	2.5 State how to recognise and avoid common online scams

Learning Outcome	Assessment Criteria
LO3 Know the risks of promoting an online profile through social media	3.1 Describe how social media is used to promote online profiles
	3.2 Describe the risks of using social networks to promote an online profile

Learning Outcome	Assessment Criteria
LO4 Know how to use social media to identify employment opportunities	4.1 State how social media can be used to identify employment opportunities
	4.2 Describe the advantages of using social media to identify employment opportunities

Learning Outcome	Assessment Criteria
LO5 Know how to communicate with employers using social media	5.1 Describe how to encourage endorsements and positive feedback from others
	5.2 State the importance of using hashtags, tagging and sharing to promote an online profile
	5.3 State the advantages of blogs and blogging to promote an online profile

SMP1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

SMPA1 Document History

Version	Issue Date	Changes	Role
v3	03/02/2023	Formatting and re-branding. No content amendment.	Data Entry Administrator