Welcome to Levels 1-3 Social Skills in a Digital World endorsed by Qualifi

Introduction

Impact is a learning programme that maps to the outstanding grade descriptors for Ofsted's Common Inspection Framework (2015) for Personal Development, Behaviour and Welfare. It tackles head on challenging topics such as preventing radicalisation, safeguarding, safety online and impartial careers planning as well as allowing learners to create a positive digital image. Education providers can demonstrate effective leadership and management by making a positive difference using globally tried and tested methods. This specification is supported by all teaching, learning and assessment with very limited marking by the teacher; it can be delivered flexibly through tutorials or enrichment with no additional staffing costs or allocated time.

Impact has been endorsed by Qualifi, an awarding organisation, recognised by the qualification regulators for England and Wales. Qualifi is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England, and the Welsh Government in Wales.

GFG Education Limited (GFG) has produced this specification with key partners. This includes approved centres, employers, current and potential learners and educational expert.

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Publication

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Strengths of Levels 1-3 Social Skills in a Digital World accredited by Qualifi for Schools, Colleges, Training Providers and Employers.

- ✓ This specification contains all three programmes in a progressive suite from Levels 1-3, designed specifically to be delivered flexibly whether in tutorials/tutor groups, PSHE lessons or in specifically timetabled lessons starting at Key Stages 3, 4 and 5 as well as apprenticeships. There is no need for extra timetabling or additional staffing requirements.

- ✓ All three specifications are mapped to meet the grade descriptors for outstanding in the Ofsted Common Inspection Framework 2015 so you can demonstrate the impact of effective personal development, behaviour and welfare.

- ✓ This package contains not only the assessment materials but also the teaching and learning resources. This means teachers are fully supported when delivering such challenging topics such as radicalisation, grooming and British values. The materials are flexible to ensure they remain current. For example, as the world changes and there are new areas to explore, the teaching and learning materials will be updated, along with new questions to benefit both teachers and learners.

- ✓ Learners can progress at a level to meet their needs. For example, a learner at KS3 could start at L1 and then take all three levels sequentially moving onto Level 2 in KS4 and then onto Level 3 at KS5. The specifications do not overlap to avoid duplication, particularly assessment of the same thing more than once. If a learner is starting their learning for example in KS4 and would like to start at Level 2, they will need to be familiar with the key learning content of the previous level and this is built into the teaching and learning materials. Learners are able to take the three levels simultaneously if this is helpful. Likewise, if a learner is on an apprenticeship they can again take the programmes concurrently or sequentially, starting at an appropriate level.

- ✓ All three levels can be delivered at any of the three key stages and will support the learner to develop at their own pace. However, groups of learners can progress at the same pace also. It is flexible to meet any circumstances.

- ✓ Level 3 focuses more fully on developing online communication effectively and safely. The delivery and assessment at this level is about the further development and maintenance of high levels of attendance and behaviour whilst mostly developing a positive digital image.

- ✓ The specifications offer measures of confidence and self-esteem for each learner, class, key stage and school/college as a whole so again you can prove the line of travel, know when to intervene and show the impact of your actions. These measures will be tailored to the age of the learner to ensure accuracy.

- ✓ You will be able to tailor your teaching and learning to meet the needs of your learners by knowing what motivates them using tried and tested methods.

- ✓ These specifications ensure all learners understand how to be safe and behave wisely online - the impact and dangers of social media for the learner and society more generally.

allows learners to create individual development plans through effective impartial careers guidance for their next steps based on their profiles and to develop their personal behaviour and welfare.

✓ Ensures learners understand what is meant by British values and what is acceptable **behaviour** at home and at work to prepare well for employment.

✓ Teaching, learning and assessment is online and on demand using apps and/or computers with minimal administration.

✓ E-teaching, learning and assessment materials will include recaps and updates so learners remain current. Evidence has shown that learners may have exposure to current issues but forget such information quickly. It is therefore essential they remain confident and current at all times.

✓ These specifications inform parents or sponsors effectively about learners' progress in both the curriculum and more broadly their individual measures of sociability and performance. These can be reported easily to maximise parental/sponsor satisfaction and ensure justification for intervention. It will also inform governors and key stakeholders and assist effective decision-making that has a measurable impact on learners.

✓ IMPACT aims to build learner aspirations specific for the individual. For example, IMPACT can provide students who have low expectations a break in poor performance; individual learners are given realistic career aspirations based on their emotional intelligence rather than history.

✓ All those delivering these specifications will have access to a helpline as well as teacher training for a Champion to ensure all have appropriate support and understanding of the programme.

How it will be assessed

The specifications include learning outcomes and assessment criteria and all will need to be achieved for success. This is important, as all learners need to know and understand how to stay safe, what appropriate behaviour is and how to develop well. There is no grading.

To ensure there is no additional burden on teachers, you will be provided with all teaching, learning and assessment materials that can be accessed online. For some activities pupils will be able to complete them using an app on their smart phones. There will be no marking or internal verification as this is embedded into the assessment materials.

Once registered learners will have individual accounts and logins to access IMPACT. Teachers will have access to all their learners' accounts using a dashboard. These will be automatically reset if passwords are forgotten. Assessment is on demand and no notification is required.

Assessment will include adaptive questions so will allow learners to move on at their own pace automatically. For example, if a learner completes a learning activity and then responds correctly to the related questions they will progress to the next stage. If they answer incorrectly they will be redirected to a further question; if they then answer this incorrectly they will be redirected to further learning. They will then be reassessed. This will be automatically controlled so no need for any records to be maintained by teachers. It is important all learners understand all aspects so this is why this model is used.

Teachers and pupils will need to confirm their work is genuine through plagiarism checks that are built into the assessment methodology. This can be done by simply signing and ticking a box and will be further verified at the point of certifications

External quality checks will include sampling. This will take place behind the scenes and there will be no extra administration for you. You will only be notified if there is a need for clarification or investigation

About the specifications

The aim of IMPACT is that learners know, understand and have effective social skills in the digital world we live in today. This includes learning about:

- ✓ Emotional intelligence including confidence and self-esteem.

- ✓ Safeguarding

- ✓ Safety online

- ✓ British Values

- ✓ Impartial careers advice and personal development.

Level 1

Specification title	Social Skills in a Digital World
Specification number	TBC
Level	1
Guided Learning Hours (GLH)	33 hours
Registration period	36 months
Published date	

Level 1 Social Skills in a Digital World is theoretical and practical, ensuring learners know how to be safe, how to behave well and are **starting to prepare** for the demands of work. Learners will consider their future career opportunities linked to their individual characteristics. They will know about British values and demonstrate high levels of attendance and conduct.

Level 2

Specification title	Social Skills in a Digital World
Specification number	TBC
Level	2
Guided Learning Hours (GLH)	33 hours
Registration period	36 months
Published date	

Level 2 Social Skills in a Digital World is theoretical and practical, ensuring learners understand how to be safe and prepared for the demands of employment **further**. This builds on the knowledge, skills and abilities developed in Level 1 Social Skills in a Digital World. When achieved it ensures learners understand how to be safe and effective in the world we live in and especially online. It also ensures learners know what their strengths and areas for development are and can plan effectively for a productive and appropriate career. They will understand British values and demonstrate high levels of attendance and conduct.

Level 3

Specification title	Social Skills in a Digital World
Specification number	TBC
Level	3
Guided Learning Hours (GLH)	33 hours
Registration period	36 months
Published date	

Level 3 Social Skills in a Digital World is theoretical and practical, ensuring learners are able to be safe and prepared for the demands of employment **fully**. This builds on the knowledge, skills and abilities developed in the Level 2 Social Skills in a Digital World. Level 3 and focuses on developing online communication effectively and safely. The delivery and assessment at this level is about the further development and maintenance of high levels of attendance and behaviour whilst mostly developing a positive digital image.

About all levels

These specifications are directly mapped to the Ofsted Common Inspection Framework June 2015, with particular regard to the grade descriptors for outstanding in personal development, behaviour and welfare.

The delivery of the specifications is flexible and centres are able to choose the timing and methods of delivery. The assessment of the specifications is prescribed and all centres will use the same materials to ensure consistency. All aspects of the specifications are compulsory.

These specifications are made up of a series of learning outcomes and assessment criteria. Assessment is through the completion of a series of compulsory tasks. The accuracy of the assessment is verified using embedded quality assurance procedures. Learners will be assessed using case studies that will be randomly allocated to individual learners to ensure authenticity.

On achievement of these specifications the learner will have achieved all learning outcomes and assessment criteria.

This specification is benchmarked against the level requirements of the Framework of Regulated Qualifications.

Learner entry requirements

There are no pre requisites for these specifications.

Safeguarding

Learners under the age of 18 are able to register on these specifications so centres and all staff must be aware of safeguarding policies and procedures and ensure these are fully implemented. For further information, please refer to Keeping Children Safe in Education 2015 and any subsequent additions.

During the completion of online questionnaires and the production of development plans within these specifications teachers may note areas of concern about individuals and should know how to deal with this and signpost to appropriate expertise.

Registration

Once a centre has approval to run the specifications, learners must be registered. This will need to be completed promptly as learners will need to access their online account with logins. They will need these to complete the compulsory assessment and access the teaching and learning resources.

Learning programme and delivery

The guided learning hours for each specification is noted though dependent on the ability of the learner. If a learner already has the knowledge, skills and abilities in relevant aspects of these specifications then these hours may be less and again there may be learners who require more time.

This should be determined by the centre prior to the start of the course as part of their initial assessment and then throughout the course through progress reviews. These are integral to the specifications and learners will be able to progress and achieve at their own pace. Within the GLH is the assumption that discussions and further development will take place offline, using IMPACT as a stimulus.

Only centres registered with GFG can deliver these specifications. This specification is supported by significant e-learning and e-assessment materials produced by GFG and centres must use this to support effective teaching, learning and then attainment. These materials are designed to inform wider areas of the curriculum such as career planning and to ensure teaching strategies meet individual, year group and school/college/training provider needs.

Centres are responsible for the recruitment of learners and they must ensure that appropriate information and advice about the specifications are offered so that the learner has realistic expectations and is likely to achieve.

It is recommended that learners complete an initial assessment prior to starting their learning programme. This ensures that any prior learning can be recognised, any support needs identified and that the aspirations of the learner are understood. It is worth stating that this learning programme includes significant initial assessment and the learning and assessment is automatically targeted at the level of the individual.

Some learners may already have the knowledge, skills and abilities to achieve these specifications from their previous experiences. The extent of their knowledge, skills and abilities should be ascertained by the centre.

The learner may progress straight to assessment and does not have to complete a course of learning. It is imperative that the assessment takes place as stated in this specification to ensure accurate certification. This process is known as the recognition of prior learning. The GFG Recognition of Prior Learning Policy must be followed.

This programme can be delivered flexibly as part of tutorials, PSHE lessons or stand-alone. It does not necessarily require additional timetabled delivery or staffing, depending on your needs. As assessment is accessed individually, learners in the same class can be progressing at different levels and completing different activities at the same time. The teacher will be a mentor to support effective learning and achievement.

During the learning programme the tutor is encouraged to develop the mathematical and English skills of learners through naturally occurring opportunities. Though there is no assessment of these skills, opportunities are likely to arise to further challenge learners.

The specifications are designed to prepare the learner for employment and aspects such as professional behaviour, appearance and language are part of the specification. Teaching should encourage high standards and expectations at all times.

Assessment

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to achieve the learning outcomes and assessment criteria

To achieve this specifications:

- ✓ All learning outcomes must be achieved

- ✓ All assessment criteria must be achieved

- ✓ All evidence produced by the learner must be their own and be authentic.

Assessment is set and is the only method that can be used to show attainment. It is online, on demand and accessed through computers and apps. Learners will have their own account with logins and will complete tasks and activities that will be assessed immediately and automatically. There will be no internal marking. However, there will be the need for teachers to verify the information offered by learners to show it is valid and authentic. This will be by completing an online confirmation during assessment. Ensuring the authenticity of learner evidence is vital. All work completed for assessment must be the learner's own original work. Learners must sign to declare that the work they have produced for assessment is their own and teachers will confirm this. This will then be externally quality assured to ensure certification is secure.

There is no requirement to notify when assessment is taking place, as this is individual and accessed through accounts and logins. These will be distributed once learners have been registered by the centre. Assessment will take place throughout the learning programme and it is expected that this will start immediately.

Assessment is made up of two component parts:

1. Multiple choice theoretical knowledge questions

These will be accessed online through individual accounts with a login. Learners will answer a series of multiple-choice questions. In most instances the learner will progress through viewing online teaching and learning before being assessed. If a learner answers incorrectly they will be directed to further teaching and learning and then assessed by using a different question. Further support may be offered by the teacher to ensure the learner understands how to be safe and effective.

The multiple-choice questions will be regularly updated with banks of questions to assess each assessment criteria. This will mean learners may have different questions to contribute to the authenticity of learner evidence. It will also ensure the currency of the specifications.

The teacher will need to verify that the learner has completed this individually however learners will have different questions randomly distributed to ensure authenticity is embedded within the specifications.

2. Completion of questionnaires and a development plans.

These again will be accessed online and used to populate for example, action plans. These are individual to the learner. The teacher will need to verify completed activities for appropriateness and accuracy. For example, if the learner has completed the questionnaire accurately in the first instance, their career prospects will be realistic.

All assessment materials can only be accessed by using individual accounts and logins. Champions and/or teachers will be given logins for all their learners so they can oversee the learner as they are completing their assessments, whether they are in the classroom or based remotely. This may support learners that are not in school through individual circumstance.

This specification is not graded. Learners will either meet the requirements and 'pass' or will not meet the requirements and be 'referred'. Where learners do not meet the requirements, they should be supported in developing an individual action plan. In this situation, further assessment opportunities will be provided to allow them to successfully meet the requirements within the registration period. These opportunities are embedded within the assessment materials; it is important they know how to stay safe and plan effectively for their future.

The reliability and validity of assessment is assured by the range and flexibility of questions that are asked of individual learners, the individuality that is required within development plans and questionnaires, as well as the inbuilt checks within the questioning that ensure authenticity is maintained. The question banks are constantly being added to, ensuring currency and that any new demands can be introduced as society changes.

GFG is committed to improving access to their specifications for learners with disabilities and other difficulties, without compromising the assessment. Further details are provided in the Reasonable Adjustments Policy for GFG. As the specification is completed when the learner is ready for assessment and on demand there is no requirement for Special Considerations.

Centres must have a policy for dealing with learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. In the first instance, learners should contact the centre and follow their published appeals policy. If learners remain dissatisfied with the outcomes, they should contact GFG.

Quality assurance

GFG implements a series of quality assurance procedures to ensure that specifications are reliable, valid and fit for purpose. This includes initial centre approval and review, specification approval and internal and external quality assurance.

GFG has developed these specifications to ensure the accuracy of certification is embedded into the compulsory assessment materials. Therefore, the internal quality assurance required by the centre is twofold and brief.

- ✓ Teachers will be required to confirm the authenticity of the learner work by completing the online requirements.

- ✓ Centres will be required to complete an online certification record so that a leaner can be credited with achievement. This will confirm that all processes have been appropriately completed to ensure the security of certification.

GFG will carry out sampling of learner work and online certification records to ensure these are accurate. Samples will be selected by GFG and learner work scrutinised by accessing learner evidence online. Centres will not need to do anything for this to be completed and will be notified only if there are any aspects that require clarification or further investigation. The online systems have authenticity measures within them and will alert the external quality assurance compliance team if learner evidence is the same or similar prior to certification.

Resources

Approved centres are responsible for ensuring learning takes place in a safe and effective environment. This includes:

- ✓ ensuring the learning environment is safe for all learners and that risk assessments are in place and health and safety is responsibly managed;

- ✓ ensuring that all aspects of the Data Protection Act are met and that confidentiality is maintained as required;

- ✓ ensuring that learners are able to progress in a respectful environment free from bullying and harassment;

- ✓ ensuring that all safeguarding requirements are met;

- ✓ ensuring learners have access to appropriate IT to complete the specification.

Workforce

In order to deliver, assess and quality assure this specification it is important for centres to have appropriately experienced and qualified staff.

As the teaching, learning and assessment materials are produced by GFG the role of the teacher is to support and develop the learner's knowledge, skills and abilities so they can be safe and prepared for the demands of employment fully. The teacher must allow learners to apply their knowledge through application and finally prepare them appropriately for assessment. During assessment the teacher will also need to confirm the authenticity and appropriateness of the learner work.

The teacher and another responsible person, for example the examinations officer, must check that appropriate confirmation of authenticity is completed and that the certification record is accurate.

Conflict of interest

This must be effectively managed by the approved centre, ensuring any direct or indirect conflict is identified with interventions if required.

Dealing with malpractice and maladministration

Approved centres must have a policy for dealing with potential malpractice and maladministration. Where malpractice and maladministration is suspected the approved centre malpractice and maladministration policy must be followed. Where malpractice and maladministration creates a risk to accurate certification it must be referred and reported to GFG for further investigation. Further information, support and guidance can be obtained from GFG.

Certification

Once all assessment materials have been achieved, an online certification record will be completed and submitted to GFG. Once all external checks to ensure security have been satisfied certification will be completed. Certificates of achievement will be sent to the centre by Qualifi for distribution. These will be online.

Progression

It is recommended that learners complete all three levels of this suite of specifications to support their personal, development, behaviour and welfare and prepare them further for employment, or as part of the apprenticeship framework

Specification withdrawal policy

In the unlikely event that GFG withdraws these specifications before their intended date of expiration, six months notice of withdrawal will be given to approved centres. This will enable all learners to complete their specifications as agreed as part of their registration period.

Structure of the specifications

The following table includes four key sections.

1. Learning outcomes
2. Assessment criteria
3. Key learning content including the use of to include and for example
4. Assessment materials

Learning outcomes are statements that broadly describe what a learner will know about, understand or be able to do as a result of learning.

Assessment criteria are more specific than the learning outcome and details of what a learner must do in order to meet such learning outcomes. These criteria have a comment verb (listed in the glossary of terms) or a level descriptor that defines the level of difficulty as well as the specific content the command verb or level descriptor must be applied to.

Key learning content details the specific content that must be included in the learner evidence in order to achieve the assessment criteria. It may also include suggestions and examples for inclusion. These examples or suggestions will be clearly stated to ensure clarity. Where "for example" is used means that the examples below may be included but others may also be in order to remain current. Where "to include" is used means that that such aspects will be included in assessment but other may be added, again to ensure currency. The teaching, learning and assessment materials will be adapted to ensure that learners are effectively prepared.

The assessment materials are how the learning outcomes, assessment criteria and key learning content will be assessed. These are produced by GFG for teachers and learners to use.

Social Skills in a Digital World Level 1

Learning Outcomes	Assessment Criteria These are assessed through the compulsory assessment materials only	Key Learning Content This is all delivered through e-learning programmes available to all registered learners. This is part of the specification	Assessment Materials These are compulsory and available to all registered centres and all learners will access online
1. Be able to behave appropriately	1. Identify the **characteristics** of self-assurance	**Characteristics** for example: ✓ a positive view of themselves ✓ ability to reflect on achievements ✓ positive body language ✓ positive verbal language ✓ can express feelings appropriately ✓ sticking up for personal point of view	Online Questions
	2. Outline the **benefits** of self-assurance	**Benefits** for example: ✓ better relationships ✓ better emotional and mental well-being ✓ raised self-esteem ✓ increased independence ✓ improved presence	Online Questions
	3. Outline the ideas of the growth mind-set	**Growth mind-set**: a mental attitude that determines how you will respond and interpret situations. For example: ✓ perseverance ✓ determination ✓ focus on work ✓ dealing with setbacks ✓ identifying support, for example within relationships awareness of fears	Online Questions

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		Aspects for example:	Online Questions
	4. Outline aspects of relationships with others	✓ can communicate clearly ✓ positive influence on others ✓ work well together ✓ manage conflict effectively ✓ being comfortable with people (sociability) ✓ expressing own opinions ✓ respecting others' ideas	Online Questions
	5. Identify examples of good and bad aspects of relationships	**Good** examples to include: ✓ give and receive respect ✓ greet others ✓ listen to others **Bad** examples to include: ✓ show aggression ✓ ignore others ✓ making others feel bad	Online Questions
	6. Identify examples of **good** and **bad** conduct	**Good** examples to include: ✓ setting high standards ✓ stick to the rules ✓ staying calm **Bad** examples to include ✓ ignoring others ✓ shouting and behaving aggressively ✓ making too much of a deal of a situation	Online questions
	7. Demonstrate a **high standard of conduct**	**High standard of conduct** to include: ✓ being a good role model to others ✓ showing self-discipline ✓ not disrupting others	Development plan

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		8. Define **high levels** of **attendance** and **punctuality**	**Attendance**: Time spent at school/work. **High levels**: At school/work 96% or more over a minimum of 10 weeks, excluding authorised absence. **Punctuality**: Arriving on time. **High levels**: Arriving on time to work and school 90% or more over a minimum of 10 weeks, excluding authorised absence	Online questions
		9. Have **high levels** of **attendance** and **punctuality** over a **specified period**	Specified period a minimum of 10 weeks.	Attendance and punctuality record confirmed by the teacher
		10. Define **bullying**	**Bullying**: physical, verbal, hidden, cyber	Online questions
2.	Know about personal health and well-being	1. Outline the components of emotional well-being	Components for example: ✓ manage emotions ✓ manage stress ✓ degree of happiness ✓ satisfaction with life ✓ degree of optimism/pessimism ✓ awareness of own achievements	Online questions
		2.Carry out an **assessment** of own emotional well-being	Assessment measurement of emotional well being	TQ
		3. Outline what is meant by healthy eating and fitness.	**Healthy eating**: eating a variety of foods that provide appropriate nutrients to help you maintain your health. The nutrients are carbohydrates, fats, proteins, vitamins and minerals.	Online questions

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		Fitness: how well you are able to complete a role or function appropriately to live a normal life. **Choices** that lead to a healthy lifestyle for example: ✓ no smoking ✓ no drug taking ✓ responsible alcohol consumption work life balance ✓ responsible screen time.	
3. Know about safeguarding	1. Describe what is meant by the safeguarding of children.	**Children**: those aged under 18 **Safeguarding**: Protecting children from maltreatment, ✓ preventing impairment of children's health or ✓ development, ensuring that children grow safely and effectively, take actions to ensure children have the	Online questions
	2. State how to respond to safeguarding concerns	**Respond**: report to a responsible agency, adult	Online questions
	3. Identify security issues involved in using social networking sites and apps and mobile technology devices.	**Security issues** for example: ✓ security processes including passwords, pin numbers, settings and updates ✓ record make and model number. ✓ anti-virus software and firewalls ✓ use of Apps ✓ publishing personal information ✓ terminology ✓ Social networking sites and apps to include Facebook, Twitter, Pinterest, Instagram, Snapchat ✓ Mobile technology devices to include laptops, mobile phones, tablets	Online questions

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4. Outline how to access social networking sites.	**How to access** for example: ✓ Internet use - Search engines ✓ downloading Apps ✓ log on details ✓ setting passwords ✓ email accounts	Online questions
5. Identify safeguarding issues involved in using social networking sites and apps and mobile technology devices	**Safeguarding** issues to include: ✓ radicalisation ✓ cyber bullying ✓ grooming ✓ homophobia ✓ illegal downloading ✓ hacking	Online questions
6. Outline ways in which messages and images on social networking sites and apps can lead to safeguarding risks.	**Ways** for example: ✓ messages with viruses attached ✓ other people may be able to access information on your mobile device ✓ publishing personal information ✓ replying to posts where the sender is unknown	Online questions
7. Identify actions required when receiving potentially unsafe content and messages	**Actions** for example: ✓ deleting messages before opening ✓ removing links and Apps. ✓ ensure anti-virus software is working	Online questions

4. Know about British values	1.Describe British values	**British values**: ✓ democracy ✓ the rule of law ✓ individual liberty ✓ mutual respect of those with different faiths and beliefs	Online questions
5. Be able to make appropriate career choices.	1. Identify **skills and attributes** relevant to career choices	**Skills:** what learners are able to do. **Attributes:** elements of their character. These should be identified through questions such as: ✓ What are my skills? ✓ What am I good at? ✓ What do I like doing?	Development plan
	2. Identify appropriate career choices to reflect **skills and attributes**	No additional content	Development Plan

Social Skills in a Digital World Level 2

Learning Outcomes	Assessment Criteria These are assessed through the compulsory assessment materials only	Key Learning Content This is all delivered through e-learning programmes available to all registered learners. This is part of the specification.	Assessment Materials These are compulsory and available to all registered centres and all learners will access online
1. Be able to behave appropriately	1. Explain the **benefits** of self-assurance	**Benefits** for example: ✓ self-acceptance ✓ confident and positive, ✓ satisfaction ✓ leadership skills ✓ good role models ✓ influencing others ✓ use of power (emotionally) ✓ making others feel supported ✓ respecting self leads to respect of others ✓ confidence not arrogance/overcompensating	Online Questions
	2. Demonstrate self-assured behaviour	No additional content	Development plan
	3. Review own progress in self-assurance	No additional content	Development plan
	4. Explain the **benefits** to **work and study** of having a growth mind-set	**Benefits to work and study** for example: ✓ focused on own improvement not in comparison with others ✓ know your limitations/know your strengths ✓ how you and others perceive you (Pygmalion effect) ✓ setting yourself realistic standards	Online Questions

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	✓ maintaining standards ✓ persistence with tasks	
5. Demonstrate how the learner has applied the growth mind-set to their work/study	No additional content	Development plan
6. Explain **ways in which the learner can improve relationships** with others.	**Ways in which the learner can improve relationships** for example: ✓ look at the person ✓ pay attention to their body language ✓ avoid distractions nod and smile to acknowledge ✓ allow the person to speak ✓ repeat what they have said occasionally ✓ don't interrupt	Online questions
7. Debate and discuss issues with others in an appropriate manner	No additional content	Development plan
8. Demonstrate a consistently high standard of conduct	No additional content	Development plan
9. Reflect on standards of conduct and identify areas for improvement of self	No additional content	Development plan

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	10. Explain why high levels of attendance and punctuality are important	**Attendance**: Time spent at school/work **High levels:** At school/work 96% or more over a minimum of 10 weeks, excluding authorised absence. **Punctuality**: Arriving on time **High levels:** Arriving on time to work and school 90% or more over a minimum of 10 weeks, excluding authorised absence. **Why for example:** ✓ it is a legal requirement to attend school ✓ important to have structure in life ✓ need to be in lessons/at work to learn ✓ to have friends ✓ to learn how to behave well ✓ to learn new skills ✓ to prepare for employment/promotion ✓ to not miss important events.	Online questions
	11. Have **high levels of attendance** and **punctuality** at school/work over a **specified period**	Specified period a minimum of 10 weeks	Attendance and punctuality record confirmed by the teacher
	12. Explain the **impact of bullying**	**Bullying:** physical, verbal, hidden, cyber Impact. For example: ✓ impacts on behaviour ✓ impact on confidence and self-esteem ✓ for the bullied ✓ for those who are bullying	Online questions

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2. Be able to make appropriate choices about personal health and well- being	1. Explain **ways in which emotional well-being contributes to good health**	Ways in which emotional well-being contributes to good health for example ✓ ability to reduce stress in a given moment ✓ ability to recognise your emotions and keep them from overwhelming you ✓ ability to connect to others ✓ ability to resolve conflict	Online questions
	2. Carry out an assessment of own emotional well-being	No additional content	TQ
	3. Review assessment to make informed choices about emotional well-being	No additional content	Development plan
	4. Explain the **impact** of **healthy eating and fitness**	**Healthy eating**: eating a variety of foods that provide appropriate nutrients to help you maintain your health. The nutrients are carbohydrates, fats, proteins, vitamins and minerals. **Fitness:** how well you are able to complete a role or function appropriately to live a normal life. **Impacts** for example: ✓ prevents obesity and health related problems ✓ lifestyle choices ✓ social opportunities ✓ perception by self and others.	Online questions

3. Be able to stay safe	1. Describe signs and symptoms of **safeguarding**	**Safeguarding concerns** for example: Abuse - physical, emotional, sexual and neglect **To include:** ✓ female genital mutilation (FGM) ✓ forced marriage ✓ gangs and youth violence ✓ gender based violence ✓ mental health ✓ preventing radicalisation ✓ sexting	Online questions
	2. Explain **security issues** involved in using social networking sites and apps and mobile technology devices	**Security Issues** for example: ✓ set up pin numbers and passwords ✓ save your EMEI number ✓ back up and secure data ✓ accept and delete data ✓ secure the content ✓ activate a privacy setting	Online questions

	3. Explain **safeguarding issues** involved in using social networking sites and apps and mobile technology devices	✓ Safeguarding issues for example: ✓ disclosure of private information by either yourself or friends/contacts ✓ cyber-stalking ✓ access to age-inappropriate content ✓ online grooming and child abuse ✓ encountering comments that are violent, sexual, extremist or racist, offensive and hateful ✓ people trying to persuade or harass you into changing your basic beliefs or ideologies, or adopt an extremist stance ✓ prosecution or recrimination from posting offensive or inappropriate comments ✓ phishing emails allegedly from social networking sites, but actually encouraging you to visit fraudulent or inappropriate websites ✓ posts encouraging you to link to fraudulent or inappropriate websites ✓ people hacking into or hijacking your account or page ✓ viruses or spyware contained within message attachments or photographs ✓ posting that you're away or going on holiday and therefore advertising that your home is empty, leaving the way open for burglars. If you do so and you make an insurance claim for a burglary while you are away, your insurance company may well reject it for this reason.	Online questions

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	4. Explain how **creating images and messages** through social networking sites and apps can lead to safeguarding risks.	Creating images and messages to include: ✓ texting ✓ blogging ✓ Twitter posts ✓ Facebook posts ✓ Instagram posts ✓ Sending Snapchat	Online questions
	5. Describe the actions required to receive messages safely.	Actions required to include: ✓ to preview content ✓ to identify potentially unsafe messages ✓ dealing with Spam ✓ to delete messages	Online questions
	6. Describe how to use social networking sites and apps safely	Learners should be able to show how to use social networking sites and apps safely to include: ✓ Prevent anyone who shouldn't having access to your information including when: ✓ using Facebook ✓ completing online quizzes or surveys ✓ sending a Twitter message ✓ responding to an advert online ✓ sending Snapchats	Online questions

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4. Understand British values	1. Explain the **importance** of **British values**	British values to include: ✓ democracy ✓ the rule of law ✓ individual liberty ✓ mutual respect of those with different faiths and beliefs **Importance**: to encourage respect and to be prepared fully for life in modern Britain and in a tolerant society.	Online questions
5. Be able to make appropriate career choices.	1. Review possible career choices suited to skills and attributes	No additional content	PPA
	2. Reflect on feedback to inform future plans	No additional content	Development Plan

Social Skills in a Digital World Level 3

Learning Outcomes	Assessment Criteria These are assessed through the compulsory assessment materials only	Key Learning Content This is all delivered through e-learning programmes available to all registered learners. This is part of the specification.	Assessment Materials These are compulsory and available to all registered centres and all learners will access online
1. Be able to behave appropriately	1. **Regularly** review own development in self- assurance to inform future plans	Regularly means at least three times during the learning programme.	Development plan
	2. Explain **ways** in which you have applied the growth mind-set to all areas of learning and work	Ways for example: ✓ taking negative and positive feedback in a constructive manner and feeding it back into development, perhaps by engaging more positively. ✓ adapting to change ✓ self-starting projects ✓ demonstrate different ways of learning ✓ seeking challenges ✓ showing persistence when difficulties occur	Development plan
	3. **Reflect** on own ability to discuss and debate issues and use it to improve own performance	**Reflect** for example: ✓ empathic listening ✓ decoding the emotional message ✓ confidence levels ✓ defensiveness ✓ agreement ✓ understanding ✓ interest ✓ truthfulness ✓ getting feedback from partner/people ✓ listening skills ✓ use of body language ✓ mirroring/matching ✓ giving constructive feedback ✓ showing interest	Development plan

	4. Demonstrate a consistently high standard of conduct	No additional content	Development plan
	5. Evaluate the **impact of high levels** of **attendance** and **punctuality** at **school/work**	Attendance: Time spent at school/work High levels: At school/work 96% or more over a minimum of 10 weeks, excluding authorised absence. Punctuality:	Multiple choice/true false- case studies
	6. Have **high levels** of **attendance** and **punctuality** at school/work over a **specified period**	Specified period a minimum of 10 weeks.	Attendance and punctuality record confirmed by the teacher/employer
	7. Record in your development plan six occasions where you have **prevented different types** of bullying and evaluate the impact of these.	**Prevented** for example: ✓ being supportive of those that are perceived to be different ✓ reporting instances of bullying to a responsible person ✓ using social media in a responsible way **Different types:** ✓ physical ✓ verbal ✓ hidden ✓ cyber **Impact** for example: ✓ impacts on behaviour ✓ impacts on confidence and self-esteem ✓ for the bullied ✓ for those that are bullying	Development plan

2. Be able to stay safe	1. Record on your development plan any safeguarding concerns you have reported	No additional content	Development plan
	2. **Plan** and **produce** appropriately a video using a mobile technology device describing something you have achieved, that you did well and are proud of.	**Plan**: prepare content for your video describing something you have achieved, that you did very well and are proud of. **Produce**: using this material to make a video using mobile technology devices	Template to be completed and uploaded onto platform
	3. Safely upload the video footage to two different social networking sites	No additional content	Template to be completed and uploaded onto platform
	4. Produce a **digital portfolio** by creating a personal profile on a social networking site	Produce a digital portfolio ✓ Use two or more of digital media devices to build a digital portfolio. Devices. For example: ✓ Mobile Phones ✓ Tablets ✓ PC ✓ Webcam The personal profile to include: ✓ Information portraying your image ✓ Your goals for the next 12 months. ✓ Goal Setting should include both short and medium term, SMART targets.	Template to be completed and uploaded onto platform

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		5. Explain the **choices** and **considerations** you made in formulating your portfolio.	Choices and considerations to include: ✓ awareness of the image you want to portray in your portfolio ✓ awareness of importance of selection of content and images. ✓ choosing appropriate language to describe your aspirations ✓ awareness of the audience that may view the portfolio	Template to be completed and uploaded onto platform
		6. Explain **actions** required when receiving **negative feedback** to your portfolio	Negative feedback is feedback that is potentially controversial or adverse. **Action**: To include ✓ consider the comment and how to respond positively ✓ don't respond discuss and/or report to a responsible person	Template to be completed and uploaded onto platform
3.	Be able to make appropriate choices about personal health	1. Review results of assessment of emotional and mental well-being and implement strategies to make improvements	No additional content	TQ Development plan

	2. Record in your development plan six occasions where you have chosen to eat healthily and be fit and evaluate the impact of this	**Impact** for example: ✓ being able to carry out new tasks ✓ feeling more confident ✓ feeling physically better ✓ meeting new friends	Development plan
4. Be able to implement British values effectively.	1. Record in your development plan six occasions where you have implemented **British values** effectively and evaluate the **impact** of this.	**Impact** for example: ✓ can understanding how citizens can influence decision-making ✓ knowing what your rights and responsibilities are as a citizen ✓ listening and respecting other views to prevent arguments ✓ combatting discrimination ✓ reducing crime through understanding what the rule of law is	Development plan
5. Be able to make appropriate career choices	1. Review possible career choices and reflect on feedback to inform future plans	**No additional content**	PPA Development plan