

QUALIFICATION SPECIFICATION

 gateway
qualifications



**Keeping Safe and Healthy in the
Digital World (Entry 3 – Level 1)**

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

**Personal & Social
Development**

Professional
Development

Vocational

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/5965/1	Gateway Qualifications Entry Level Award in Keeping Safe and Healthy in the Digital World (Entry 3)
603/5963/8	Gateway Qualifications Level 1 Award in Keeping Safe and Healthy in the Digital World

Version and date	Change detail	Section/Page Reference
1.2 January 2023	Funding section updated, removed address and changed back cover	Page 8 &26
1.1 October 2021	Guidance for Pre 16 age range.	Page15
1.0 June 2020	n/a	n/a

About this qualification specification

This qualification specification is intended for tutors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer these qualifications you must be a Gateway Qualifications recognised centre and be approved to offer the qualifications.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

Contents

1. Qualification Information.....	7
1.1 About the qualifications.....	7
1.2 Purpose.....	7
1.3 Funding.....	7
1.4 Geographical coverage.....	7
1.5 Progression opportunities.....	8
1.6 Equality, diversity and inclusion.....	8
2. Learner Entry Requirements.....	9
2.1 Key information.....	9
2.2 Access to qualifications for learners with disabilities or specific needs.....	9
2.3 Recruiting learners with integrity.....	9
2.4 Verifying learner identity.....	10
3 Qualification Details.....	11
3.1 Achievement methodology.....	11
3.2 Qualification size.....	11
3.3 Qualification structure.....	11
Gateway Qualifications Entry Level Award in Keeping Safe and Healthy in the Digital World (Entry 3).....	12
Gateway Qualifications Level 1 Award in Keeping Safe and Healthy in the Digital World	12
3.4 Grading.....	12
3.5 Recognition of prior learning.....	12
3.6 Links to other qualifications.....	13
4 Assessment.....	14
4.1 Assessment overview.....	14
4.2 Assessment format.....	14
4.3 Assessment language.....	14
4.4 Assessment timing.....	14
4.5 Assessment booking.....	14
4.6 Assessment guidance.....	14
4.7 Conduct of assessment.....	14
4.8 Assessment taking.....	15
4.9 Assessment marking and results.....	17
4.10 Support materials and resources.....	17
4.11 Access Arrangements, Reasonable Adjustments and Special Considerations.....	18

5	Centre Recognition and Qualification Approval	19
5.1	Centre Recognition	19
5.2	Centre requirements	19
5.3	Qualification-specific staffing requirements	20
6	Quality Assurance	21
6.1	Internal Quality Assurance	22
6.2	Malpractice	22
6.3	Additional quality assurance requirements	22
7	Learner Registration and Results	23
7.1	Registration	23
7.2	Resitting an assessment	23
7.3	Awarding	23
7.4	Issuing results	23
7.5	Appeals	23
7.6	Enquiries	23
8	What to do next	25
9	Gateway Qualifications	25
10	Appendices	26
10.1	Appendix 1 – Unit Details	26
	Keeping Safe and Healthy in the Digital World	26
	Keeping Safe and Healthy in the Digital World	31

1. Qualification Information

1.1 About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

As we all make more use of digital devices and spend more time online, it has become increasingly important that we are able to do this safely and without compromising our health or wellbeing. With a more developed understanding of online harms and potential risks of internet use, we are better able to navigate our way safely in the digital world. There have been a number of recent research reports which have identified the detrimental effect of social media usage on mental health, particularly for young people. It is vital that they are equipped with digital resilience strategies that enable them to make positive use of the internet without compromising their wellbeing.

1.2 Purpose

The qualification purpose is to develop learners' understanding of potential online harms and give them strategies for keeping safe online and maintaining their own digital wellbeing.

1.3 Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

1.4 Geographical coverage

These qualifications are approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based outside England or Wales would like to offer these qualifications, they should make an enquiry to Gateway Qualifications. The qualifications are not available for delivery by centres based in Northern Ireland.

1.5 Progression opportunities

The knowledge and understanding developed through undertaking the programme of learning should support further study.

1.6 Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The qualification has been approved for learners aged pre-16, 16-18 and 19+. Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking this qualification.
Prior skills/knowledge/ understanding	There is no requirement for learners to have prior skills, knowledge or understanding.
Restrictions	There are no restrictions to entry.
Initial Assessment	There are no initial assessment requirements for this qualification
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details.

2.3 Recruiting learners with integrity

Centres must recruit learners with integrity. They must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

2.4 Verifying learner identity

Under no circumstances should a learner be allowed to sit an assessment without prior registration and assessment booking.

Centres must verify each learner's identity prior to taking the assessment.

Any attempt of impersonation or to deceive by use of fake identification by an individual will be deemed as malpractice and will be dealt with as detailed in the Malpractice and Maladministration policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>.

Where this may prove culturally challenging, for example, learners who wear face veils then centres may require female staff to perform the identity check in a private space.

3 Qualification Details

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an online external assessment that is externally set and marked. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Qualification size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Entry Level Award in Keeping Safe and Healthy in the Digital World (Entry 3)	20	20	2
Gateway Qualifications Level 1 Award in Keeping Safe and Healthy in the Digital World	20	10	2

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure

The qualification requirements are provided below.

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within unit specifications. Unit content, including the learning outcomes and associated assessment criteria, are detailed within this specification, published on the Gateway Qualifications website and are also available to download from the qualification library in the online system Prism.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section [3.5 Recognition of Prior Learning \(RPL\)](#).

Gateway Qualifications Entry Level Award in Keeping Safe and Healthy in the Digital World (Entry 3)

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Credit Value	GLH
J/618/1292	Keeping Safe and Healthy in the Digital World	Entry 3	2	20

Gateway Qualifications Level 1 Award in Keeping Safe and Healthy in the Digital World

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Credit Value	GLH
F/618/1291	Keeping Safe and Healthy in the Digital World	1	2	10

3.4 Grading

The qualification is awarded as Pass/Fail.

3.5 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

Qualification Title	RPL Permitted
Gateway Qualifications Entry Level Award in Keeping Safe and Healthy in the Digital World (Entry 3)	No
Gateway Qualifications Level 1 Award in Keeping Safe and Healthy in the Digital World	No

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.6 Links to other qualifications

There are no direct links to other qualifications. However, centres and learners should be aware that Gateway Qualifications offers a number of similar qualifications, which either have a different focus in terms of content or a different assessment method. For example: Awards in E-safety which cover safe online practice (but not digital resilience or wellbeing) and are assessed through a portfolio of evidence (rather than through an online test); Awards in Keeping Safe and Healthy which include reference to online safety and digital wellbeing (alongside real-world health and safety); Awards in British Values which cover online safety (but only in the context of radicalisation and extremism).

Centres are advised to explore this range of qualifications before selecting the most appropriate for their learners.

4 Assessment

4.1 Assessment overview

The method of assessment for the qualification is through an externally set and marked online multiple-choice test.

When we set up a centre in Surpass we will also set up two generic users; Admin and Invigilator. If your centre requires more users please inform us by emailing the Customer Excellence team.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

4.2 Assessment format

The assessment is available on demand and online.

4.3 Assessment language

The qualifications are assessed in English only.

4.4 Assessment timing

The total time permitted time to complete the assessment is 40 minutes. Once the permitted time has been reached the assessment will end.

4.5 Assessment booking

Centres must first register learners on the qualification. [See Section 7 Learner Registration and Results.](#)

4.6 Assessment guidance

Learners should be given the opportunity to familiarise themselves with the online platform before taking the multiple-choice test.

4.7 Conduct of assessment

The Centre must ensure that learners are supervised whilst taking the online assessment.

The Teacher/Tutor can act as the supervisor.

The Centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the assessment
- display materials which might provide assistance are removed or covered
- candidates do not have access to e-mail, the internet or mobile phones

- candidates complete their work independently and that interaction with other candidates does not occur
- staff supervising the assessment are familiar with any specific instructions relating to the assessments
- learners are not offered any advice or assistance other than accessing the assessment.

4.8 Assessment taking

Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. The centre must pay attention to conditions such as heating, lighting, ventilation and the level of outside noise. The centre must ensure that the room is accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

Display material (such as maps, diagrams, wall charts and projected images) which might be helpful to the learner must not be visible in the assessment room.

Persons present

Only candidates taking the assessment and authorised centre staff, i.e. the supervisor/s are allowed in the assessment room.

Gateway Qualifications reserves the right to visit centres during the assessment to inspect the arrangements made for the security of confidential examination material and for the conduct of the assessments.

A sign must be placed on the door to alert others that an exam is taking place.

Seating arrangements

The seating arrangements must prevent candidates from overlooking (intentionally or otherwise) the work of others.

Before the assessment

Assessment conditions are deemed to be in progress from the time the candidates enter the room until all candidates have completed the assessment and left the room.

Before candidates are permitted to start work the supervisor must:

- inform the candidates that they are now subject to assessment conditions and read out the relevant notices and warnings
- warn candidates that any unauthorised material must be handed in (this should also include any food or drinks, which may only be allowed at the discretion of the centre)
- remind candidates that they are forbidden to communicate in any way with, seek assistance from, or give assistance to, another learner whilst they are in the assessment room.

Conduct of candidates during assessments

Candidates must be supervised throughout the progress of the assessment. Supervisor/s must give complete attention to this duty at all times, being vigilant and remaining aware of emerging situations, looking out for possible cheating, malpractice or candidates feeling unwell. Any irregularities must be recorded, please refer to the invigilator guidance. Supervisors are required to move around the assessment room quietly and at frequent intervals.

How should contact between the supervisor and the candidate be monitored and recorded?

The supervisor should keep a record of feedback and advice provided to groups of learners and to an individual learner where this may affect the assessment outcome.

Misconduct

This type of assessments relies heavily on the integrity of the learners. In those cases where misconduct occurs, or is thought to have occurred, this will be investigated by Gateway Qualifications and results may be withheld.

Candidates leaving the room

Candidates who are allowed to leave the assessment room temporarily must be accompanied by a member of staff. Those candidates may be allowed extra time at the discretion of the centre.

Candidates can leave the room quietly once they have completed their assessment.

Evacuation procedures

Staff, supervisors and candidates must be aware of the evacuation procedure in case of an emergency, such as a fire alarm or bomb alert. The following action should be taken:

- stop the candidates by pausing the assessment online
- collect the attendance register (in order to ensure all candidates are present)
- evacuate the assessment room
- candidates should leave the room in silence
- make sure the candidates are supervised as closely as possible while they are out of the assessment room to make sure there is no discussion about the assessment being sat
- make a note of the time of the interruption and how long it lasted
- allow the candidates the full working time for the assessment
- make a full report of the incident and of the action taken and send to the Customer Excellence Department at Gateway Qualifications.

4.9 Assessment marking and results

The assessment is marked externally within the online assessment platform. Centres will be able to report from the online assessment platform to determine results.

Certification of learners will follow within published timescales.

4.10 Support materials and resources

In addition to this qualification specification, the following resources are available on the Gateway Qualifications website:

- Centre Handbook
- Online sample assessments

External Resources

Digital wellbeing

<https://www.childnet.com/parents-and-carers/hot-topics/digital-wellbeing>

<https://digitalwellbeing.org/>

Digital resilience

<https://www.internetmatters.org/resources/digital-resilience-toolkit/>

<https://www.gov.uk/government/publications/digital-resilience-framework>

E-safety

<https://www.saferinternet.org.uk/advice-centre/young-people/resources-11-19s>

<https://www.thinkuknow.co.uk/>

<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

<https://swgfl.org.uk/projects/uk-safer-internet-centre/>

<https://www.net-aware.org.uk/>

Online abuse and cybercrime

<https://www.bullying.co.uk/cyberbullying/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>

<https://www.getsafeonline.org/social-networking/online-abuse/>

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime>

4.11 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria. Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of externally set assessments is required.

Learners can have access to all forms of equipment, software and practical assistance, such as a reader or a scribe that reflect their normal way of working within the centre. However, such adjustments must not affect the reliability or validity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request. Guidance on the process for applying for formal adjustments can be found on the Forms and Guidance page of Gateway Qualifications' website.

All adjustments to assessment/s must be authorised by the centre's named Quality Assurance nominee or a member of staff with delegated authority where a centre is permitted to make reasonable adjustments, i.e. for internally marked assessments.

Centres should keep records of adjustments they have permitted and those they have requested from Gateway Qualifications. These records should normally be kept for 3 years following the assessment to which they apply.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by Gateway Qualifications or the regulatory authorities.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

5 Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications.

Guidance on the centre recognition and qualification approval processes is available on the website: <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Centre requirements

Centres must provide sufficient devices available for candidates to undertake the online test. Centres must also ensure that hardware and systems meet the minimum requirements for the delivery of this online test, details of which are available on the Gateway Qualifications website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/external-assessment/online-assessment-system-and-hardware-requirements/>

Please note that the online assessment platform does not support tablet/mobile devices.

Centres will be subject to external monitoring to ensure compliance to centre recognition terms and conditions.

5.3 Qualification-specific staffing requirements

Guidance on staffing requirements can be found in the Centre Handbook:

<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

6 Quality Assurance

Centres should refer to the online Centre Handbook for further guidance.

The quality assurance process for these qualifications is through risk-based external quality assurance monitoring through reviews of centres' compliance with the requirements within this qualification specification and the centre agreement terms and conditions.

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- risk rating centres on the above.

The EQA carries out an initial risk assessment at the centre recognition stage and then annually on an on-going basis using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support.

EQAs arrange quality monitoring visits to all recognised centres. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of completion to learners is secure.

EQAs contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity. Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

6.1 Internal Quality Assurance

As the assessments are externally marked there is not a requirement for centre's to operate an internal quality assurance process. Centres must, however, ensure that the requirements set out in this specification are met.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional quality assurance requirements

There are no additional internal/external quality assurance requirements for this/these qualifications.

7 Learner Registration and Results

7.1 Registration

Centres will register learners via the online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

An assessment window is permitted. The dates between which the candidates will sit must be entered. This window should be as small as practicable (for example, we would suggest no longer than one month).

Applications for reasonable adjustments should be made at least 5 working days prior to learners undertaking the assessment and are subject to approval by Gateway Qualifications.

7.2 Resitting an assessment

Learners may re-sit the assessment. In order to schedule a re-sit, centres will need to use the Quartzweb online portal and schedule a new assessment. This is available once results are released following the initial sitting.

There is no minimum time between assessment attempts although learners should be given adequate opportunity to improve their knowledge before re-sitting the assessment.

7.3 Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.4 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.5 Appeals

Centres must have internal appeal arrangements which learners can access if they wish to appeal against a decision taken by Centres, which will include a named contact at the Centre. These arrangements have to be transparent and accessible in order that appeals from learners can be received, considered and resolved fairly.

Please refer to the Gateway Qualifications' Appeals policy:

<https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/09/Appeals-Policy.pdf>

7.6 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:

<https://www.gatewayqualifications.org.uk/contact-us/>

8 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:
Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and Qualification Wales to offer regulated qualifications in Wales.

10 Appendices

10.1 Appendix 1 – Unit Details

Keeping Safe and Healthy in the Digital World

Level:	Entry 3
Credit Value:	2
GLH:	20
Unit Number:	J/618/1292
Unit Aim:	To develop learners' understanding of potential online harms and give them strategies for keeping safe online and maintaining their own digital wellbeing.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about harmful online content.	1.1 State what is meant by 'harmful online content'. 1.2 Recognise examples of different types of harmful online content.
2 Know about harmful online interactions.	2.1 State what is meant by 'online abuse'. 2.2 Identify ways that peers can act harmfully towards each other online. 2.3 Identify ways that people can be exploited by others online.
3 Know about protecting self from online risks.	3.1 Recognise key signs that they may be at risk online. 3.2 Identify ways to keep safe online.
4 Know how to respond to harmful online content or activity.	4.1 State how to report anything online that is offensive or upsetting. 4.2 State how to react to online abuse.
5 Know how to maintain own mental wellbeing as an internet user.	5.1 Identify positive and negative aspects of going online. 5.2 Identify ways to maintain own wellbeing as someone who goes online.

Indicative Content: Keeping Safe and Healthy in the Digital World**Learning Outcome 1:**

Definition – anything that can be seen/read or heard online which is upsetting to people who come across it.

Content can be harmful because it shows violence, is racist or hateful to another group such as gay people, disabled people or women.

It may be harmful because it encourages people to do something violent or hateful to others, or to hurt themselves.

Content that encourages people to believe something is true when it is not can also be harmful.

People often come across harmful content by accident – e.g. if it comes up in an internet search or a spam email, or if someone you follow re-posts it.

Harmful content might come in the form of a video, images, posts, articles.

Learning Outcome 2:

Online abuse is causing distress, offence or harm to other people in an online setting.

People behave in harmful ways online and off-line, e.g. bullying, tricking or taking advantage of people all happens on and offline. The online versions of these unpleasant behaviours sometimes have a different name – like cyberbullying rather than bullying. You can be more vulnerable to abuse online because it is not always clear who you are engaging with or because some people feel freer to be rude or hurtful online than face-to-face.

Abuse can take place in a range of different online environments including:

- Social media
- Text messages and apps
- Emails
- Online chats
- Online gaming
- Live-streaming and video sites

Online peer-on-peer abuse is harmful treatment of a person by people they know/are familiar with, such as fellow students, workmates, people they went to school /college with, neighbours, particularly those of a similar age.

The most common forms of online peer-on-peer abuse are often described as cyberbullying. Cyberbullying can include

- online name-calling and insulting comments
- threats
- coercion
- deliberate sharing of someone's personal information or images (e.g. with sexualised content)

Indicative Content: Keeping Safe and Healthy in the Digital World

- deliberately leaving someone out and/or encouraging others to ignore them
- 'griefing' – intentionally attempting to spoil someone's enjoyment of an online game, e.g. by repeatedly killing their character.

Peers can sometimes exploit one another – see below.

Exploitation is the act of manipulating or coercing someone into doing something that benefits the exploiter

Online exploitation might be sexual (persuading people to perform sexual acts or share sexual images), financial (tricking people out of their money), or criminal (getting people to commit criminal acts, e.g. gangs getting people to sell drugs; extremists getting people to help in bomb-making). Extremists can also use exploitation to radicalise people by persuading them to think a certain way.

One of the key online methods used by those who are exploiting others is grooming. Online grooming is building a relationship or connection with someone so that you can manipulate or exploit them.

Online groomers sometimes hide their real identity and pretend to be someone that their target might be more likely to trust or befriend. The groomer can pretend to be a friend, a potential romantic/sexual partner or an adviser/mentor. They might give their target gifts or attention or find other ways to make them feel special. They do this to win trust and make it easier to get what they want from their targets – whether that is sex, money or being involved in criminal acts.

Over time the relationship can change so that the target begins to feel uncomfortable, anxious or scared; people who have been groomed often end up feeling that they are being controlled.

Learning Outcome 3:

General warning signs – online contacts

- Asking you not to tell/share info about your online conversations
- Making you feel uncomfortable/afraid/anxious
- Talking about subjects you feel uncomfortable with
- Asking you to do things you think may be illegal or hurtful to others
- Being over-friendly
- Offering gifts - such as weapons, coins or cheats within a gaming environment.

Warning signs of sexual exploitation – online contacts

- Asking you to perform sexual acts on a webcam
- Asking you to share intimate pictures of yourself.

Warning signs for fake identity – online contacts

Never sharing selfies or uses own webcam

Not known by any of your friends

Using same few pictures on all their social media accounts

Warning signs of financial exploitation/scams - online contacts

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- Asking you to lend/give them money
- Asks for your bank details, particularly online banking passwords, passcodes or PIN numbers, card info,
- Emails or messages from unknown or untrusted senders that contain links you are asked to click on

Warning signs of radicalisation/exploitation by gangs – online contacts

- Asking you to deliver, look after or buy on their behalf unknown items or items of concern (e.g. weapons, chemicals, cash)

Ways to keep safe online

- Avoid sharing with anyone images/information that others could use against them (e.g. sexting). This includes sharing with people they currently trust who may deliberately or accidentally share more widely images intended only for them
- Set privacy controls high
- Keep passwords, passcodes and PINs private and vary them across apps/accounts
- Watch out for warning signs (see above) that they may be at risk.

Learning Outcome 4:

Ways to report

- Tell a trusted/responsible person; if in a school, college, club, inform a responsible person within this setting particularly where peer-on-peer abuse is involved, in the same way as for offline bullying.
- Use reporting function within the social media site or app.
- Contact police if someone's life is in immediate danger.
- Appropriate ways to react in addition to reporting.
- Avoid making insulting responses if you receive upsetting comments.
- Delete any of your own posts that may have caused upset in the first place.
- Block, mute or unfollow anyone posting abusive comments.
- Seek advice or support from a trusted/responsible person or service, including from reputable websites such as Childline, GetSafeOnLine.

Learning Outcome 5:

Positive use of the internet includes:

- connecting with, commenting on and discussing things with others
- finding, sharing or creating interesting content (blogs, vlogs, videos, posts)
- joining or following interest groups
- finding out about topics of interest
- finding information relevant to study/work
- gaming with other people.

People can benefit from online activity, e.g.

- Accessing information so they are better informed
- Learning new skills – like a language or how to edit a video-clip
- Building and maintaining positive and supportive relationships

Indicative Content: Keeping Safe and Healthy in the Digital World

- Feeling connected with and valued by other people, including when it may be difficult to meet in person - e.g. with family members abroad; because getting out is difficult – disability/old age; with people who share a very specific interest, characteristic, circumstance (e.g. other people who were adopted/came originally from Armenia)
- Getting increased enjoyment from gaming with multiple players.

Negative aspects of going online.

Viewing other people's social media (friends and celebrities) can make some individuals feel inadequate or unhappy. This can affect their self-esteem and self-confidence as they feel their lives are not as exciting or happy or they are not as popular or attractive.

Some people find it difficult to switch off from online content. They may continue to keep looking at posts, comments or sites that make them unhappy. If they are being bullied they may feel that they can never get away from the bullies. They may feel they have no space to relax and just 'be themselves'

Some people only feel valued if they have lots of followers/online friends or if their posts including pictures of themselves get lots of likes. They feel unhappy when this is not the case.

Some people only post a happy or successful version of themselves online. If they are actually unhappy or struggling in some way, their friends may not know and therefore do not offer support.

Some people spend so much of their time online, they do not connect with people face-to-face and therefore lose out on actual physical contact with friends/family.

Maintaining own wellbeing might involve

- limiting own time online
- avoiding sites/apps where they know they are more likely to encounter harmful content or abuse
- avoiding getting into unpleasant online exchanges with others
- spending time offline with people and/or doing things that make them feel happy/positive
- discussing with trusted people things that happen online that worry or upset them
- reminding themselves that what people post online is not always truthful or an actual picture of their lives/how they look or feel.

Keeping Safe and Healthy in the Digital World

Level:	Level 1
Credit Value:	1
GLH:	10
Unit Number:	F/618/1291
Unit Aim:	To develop learners' understanding of potential online harms and give them strategies for keeping safe online and maintaining their own digital wellbeing.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about harmful online content.	1.1 Outline different types of harmful content that they might be exposed to online. 1.2 Describe the possible effects of harmful online content on those that view it. 1.3 Outline the difference between harmful and illegal online content.
2 Know about harmful online interactions.	2.1 Describe different types of harmful interactions.
3 Know about protecting self from online risks.	3.1 Outline online environments or activities where they are most exposed to risk. 3.2 Describe different situations in which discrimination can take place. 3.3 Describe ways to reduce risks to own safety when online.
4 Know how to respond to harmful online content or activity.	4.1 Describe ways to report harmful online content or activity. 4.2 Outline ways to seek help if they have encountered harmful content or activity. 4.3 Identify ways to address their own mistakes in relation to harmful online content or activity.
5 Know how to maintain own mental wellbeing as an internet user.	5.1 Describe some of the pressures on individuals, including young people, created by frequent online use. 5.2 Outline the effect on mental wellbeing of frequent online use. 5.3 Outline ways to minimise negative effects of going online.

Indicative Content: Keeping Safe and Healthy in the Digital World**Learning Outcome 1:**

Harmful online content – text (e.g. articles, comments, posts), video or images which cause offence to those who view them.

Different types of harmful content – e.g. those that: are violent/hateful or incite violence/hate speech or actions; are extremist or incite extremism; racist/sexist/homophobic or incite racism/sexism/homophobia; pornographic; glamorise or incite suicide or self-harm.

Internet users often come across harmful content unexpectedly on social media platforms. Viewing harmful content can be frightening, disturbing, upsetting, shocking, or confusing. Children and young people are generally more at risk of harm as they may be less able to process or understand what they have seen.

Viewing violent content can make people fearful and lead to aggressive behaviour, desensitisation to violence, and nightmares. Viewing pornographic content can lead to unrealistic expectations of real-life sexual relationships. Viewing extremist/racist content can mislead those who are not already well-informed on the issue and encourage participation in extremist or racist speech or actions.

Illegal content in the UK includes hate speech, child exploitation or incitement to terrorism. Those engaged in this activity can be prosecuted.

Other types of content may be harmful but not illegal. Content may sometimes be harmful to some groups (e.g. children) but not others. Examples include pornographic images or violence in online games with an 18 rating. Fake news can also be considered harmful because it misleads but is not in itself illegal.

Learning Outcome 2:

Harm can be peer-on-peer, caused online by those known to the individual offline, or by people they only encounter online, including those who specifically use online interactions to exploit others (predators or groomers).

Key harmful interactions include cyberbullying, online grooming, phishing/scams. Cyberbullying – includes online exclusion, harassment, trolling, outing or ‘doxing’ including sharing personal or intimate information or images without permission, maliciously impersonating, or spreading false information.

Grooming – developing an online relationship with someone for the purpose of exploiting them sexually, financially or as a means of radicalising them or unwittingly engaging them in extremist activity.

Phishing/online scams – Text or social media messages or emails that encourage people to click on malicious links or attachments, often giving away personal information such as bank details as a result.

Learning Outcome 3:

Environments/activities where risks are highest:

Indicative Content: Keeping Safe and Healthy in the Digital World

- Online dating – risk they may be exploited sexually or financially by someone acting fraudulently
- Sexting or sharing intimate videos – Images shared can be used to blackmail, posted widely to humiliate the person depicted including revenge porn
Note it is illegal to share intimate photos of anyone under 18 even of yourself
- Gaming – risk of grooming by paedophiles who may present with a fake (often younger) identity, or by extremists who use in-game chat to try to influence others to their way of thinking; risk of over-spending on in-game purchases
- Gambling – risk they may spend/lose more money than they intended; become addicted
- Pornography – risk they may develop an unrealistic idea of sexual relationships, be unsatisfied by actual sex, feel coerced by others' expectations to engage in acts (e.g. violent/humiliating) that they do not enjoy.

Using certain apps or certain features of apps can be risky.

- Live-streaming – unpredictability of content means viewers could see harmful content (e.g. New Zealand mosque attack); those posting content can unwittingly reveal personal information or 'in the moment' feel less inhibited and engage in behaviours or share ideas in a way they would not off-line
- Self-deleting messages/images – can encourage users to post intimate, explicit, offensive images/text in the belief that these will immediately vanish. However, they can be screen-shotted and shared, including to blackmail or humiliate. The temporary nature can also encourage cyberbullies to be more unpleasant in their messaging.
- Anonymous posting – apps that allow messages/images to be posted without revealing the identity of the poster encourage more outrageous/offensive comments. This makes them attractive to cyberbullies.
- Public group apps which allow unknown people to engage in chat and are known to be used by predators to identify and target potential victims of exploitation.

Warning signs:

- Grooming (sexual/financial/extremist) is often characterised by an individual taking advantage of a younger/more vulnerable person by paying them compliments, offering them gifts (such as cheats for online games), or - in the case of radicalisation spiritual reward - before tricking, manipulating or blackmailing them into doing something against their will/illegal.
- Requests to borrow money or for a gift of money, to share intimate pictures or personal details, to look after or deliver unknown or illegal items such as drugs or weapons, to buy products on behalf of someone else should all be treated with suspicion.
- If the initial encounters take place on a public platform, e.g. through gaming, the predator may encourage their target to continue the conversation in a private messaging platform. They may also suggest that their target applies additional encryption or uses 'secret messaging' apps.
- Signs someone may be using a fake identity include never video-chatting or sharing selfies, unwillingness to meet in person, limited photo sharing, follows many more people than follow them, have no or very few mutual online contacts.

Ways to reduce risk include:

Indicative Content: Keeping Safe and Healthy in the Digital World

- Setting privacy controls high
- Turning off location
- Avoiding certain types of/features of apps (see above)
- Keeping accounts secure with sophisticated, individual passwords which are regularly changed and never shared
- Being alert to signs that they may be at risk, including questioning other people's motives (see above).

Learning Outcome 4:

Ways to report harmful online content or activity:

- Reporting through a website such as ACT (terrorism), IWF/CEOP (child sexual abuse), Report Harmful Content (wide range of different online harms)
- Using reporting mechanisms within the app/site itself
- Reporting to the police - using 999 where someone is in immediate danger or threat has been made to their life; using 101 for harassment or malicious behaviour that you believe to be illegal but does not require an emergency response
- Take screenshots of harmful interactions (e.g. abusive comments on social media) as evidence.

Ways to seek help include:

- Talking about the issue with a trusted/responsible person
- Accessing helplines or websites relevant to the type of harm encountered and your own age/circumstance (e.g. Childline, Young Minds re. cyberbullying)
- Ways to address own mistakes include
- Deleting offensive posts – images/text
- Deactivating accounts where they have posted harmful content
- Responding to requests from others for content they find offensive or upsetting to be taken down
- If offence has been caused to a person known to them offline, consider apologising in person.

Learning Outcome 5:

Pressure to look a certain way resulting in worries about body image, disordered eating, obsessive personal grooming, anxiety and depression when that can't be achieved.

Pressure to be constantly available and hence respond to messages 24/7 along with fear of missing out leads to missed sleep, difficulty in switching off/relaxing increased anxiety. 24/7 access also exacerbates feelings of not being able to escape from negative aspects of online use such as cyberbullying.

Pressure to be seen to be enjoying yourself constantly – created by other people's carefully curated online posting. Leads to low-self esteem, feelings of depression and loneliness
Pressure to be seen to be popular by attracting likes for posts, amassing followers or friends on social media sites. Can be mentally exhausting trying to maintain popularity.

Indicative Content: Keeping Safe and Healthy in the Digital World

Self-esteem and self-confidence can be affected when posts are not liked or result in negative comments.

Pressure to engage in harmful behaviours common to an online community to which they belong, e.g. self-harm or extreme behaviour.

Wellbeing can be improved by reminders to self of internet truths such as:

- many online images posted are manipulated and do not represent reality
- many people carefully manage the 'version' of themselves that they post online – in reality, most people are not happy or engaged in exciting activities all the time

Users can protect themselves by avoiding sites where they know they are likely to see harmful content or blocking, muting or unfollowing people who post offensive content
Digital wellbeing controls on devices can help to monitor usage of different apps and to set time limits or restrict access to certain times of day. Wind-down or do-not disturb modes can be selected. Notifications can be turned off or limited.

Healthy digital habits are behaviours that restrict access or limit time online, e.g. – no phones at meal times; no digital devices in last two hours before sleep; digital devices kept out of the bedroom/out of reach/turned off at night time.



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