OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

IT

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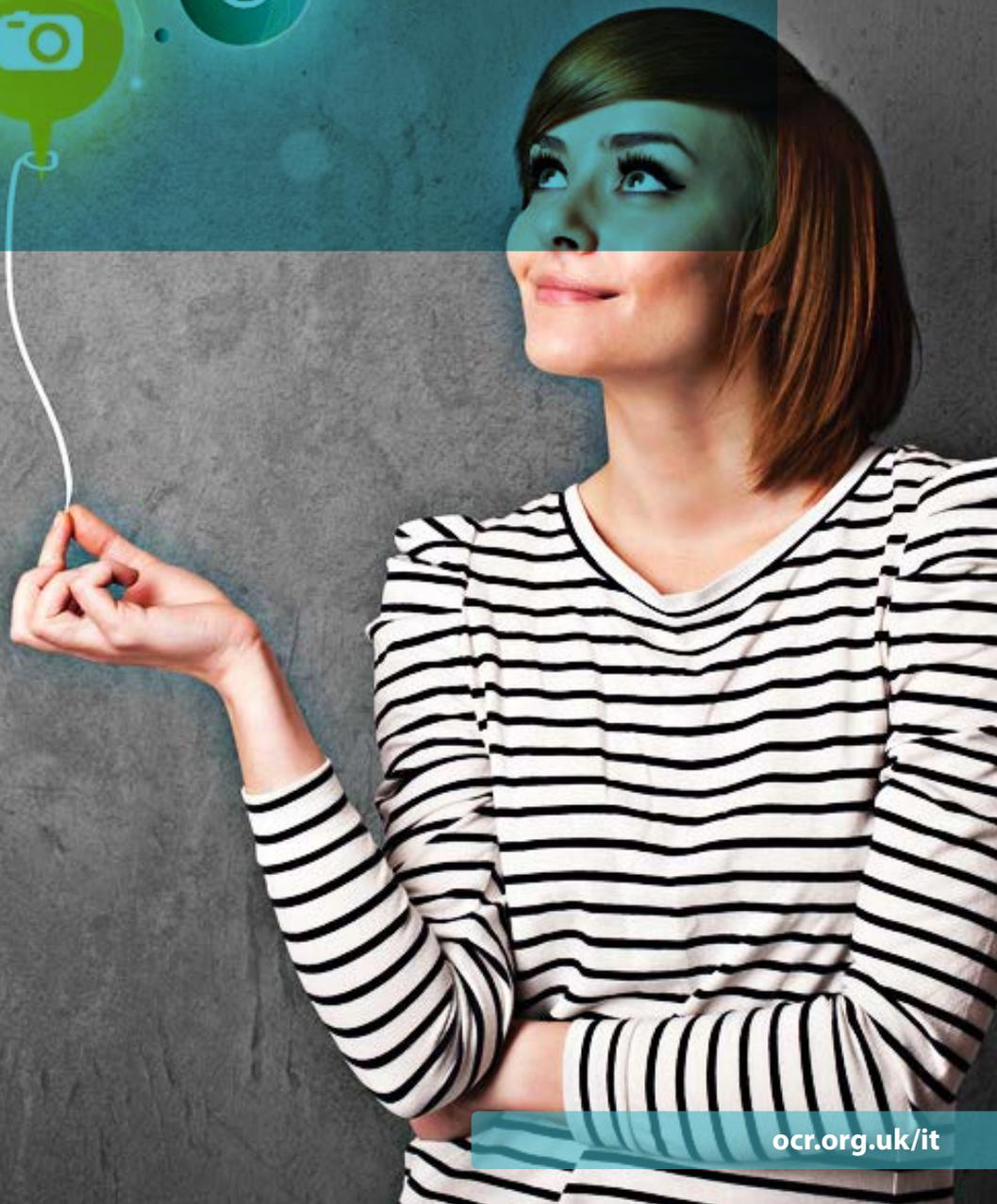**2016**

Unit 16

Using social media channels for business

J/615/1385
Guided learning hours: 30
Version 1 September 2016

LEVEL 2

UNIT 16: Using social media channels for business

J/615/1385

Guided learning hours: 30

Essential resources required for this unit: Learners will need access to social media channels in order to research business content and tools. Leaners will need to be supplied with a business scenario either created for this purpose or through a linked business. Learners could be supplied with case studies on existing social media business content to demonstrate positive and negative impacts of social media use for business.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Social media plays a large role in the way people communicate with each other. It has become a powerful tool for businesses to communicate and interact with its customers. Businesses need to use social media effectively or this medium for communication maybe ineffective.

The use of social media has become so extensive in business that customers expect companies of all sizes to have a social media presence. Companies are required to create and manage regular social media content and interact appropriately. It is important that content is well designed and delivered to ensure a positive response from their target audience and to achieve their business objectives.

You will develop skills to identify the most suitable channel to communicate a business need. You will create content and use the social media tools available to publish this content. To help you do this you will need to know about different social media channels and understand the implications of what you create on the business and the opportunities the business will gain as a result.

This unit is optional in the Award in Digital business and in the Certificate in IT. It is a mandatory unit in the Digital Business Practitioner pathway in the Diploma.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:

1. Know the social media channels used in business	1.1. Types of social media channels, i.e.:
	• networks. i.e.:
	  o Personal, e.g. Facebook, Match, Google+, Goodreads
	  o Business, e.g. LinkedIn, TES Community, Open Science Lab
	• reviews, e.g. TripAdvisor, Rotten Tomatoes, Yelp, RateMyTeacher
	• publishing, e.g. Twitter, WordPress, Blogger
	• discussion forums, e.g. Digital Spy, Mumsnet, Yahoo Answers
	• media sharing, e.g. YouTube, Vimeo, Instagram, Snapchat
	• bookmarking, e.g. Pinterest, Delicious, Digg
	• e-commerce, e.g. eBay, Gumtree, AutoTrader
	
	1.2. Business purpose, i.e.:
	• brand awareness
	• customer loyalty
	• visibility
	• new customers
	• web traffic
	• customer service and feedback
	• recruitment
	• sharing views
	• gathering data
	• directing business to retail shops
	
	1.3. Issues, i.e.:
	• loss of reputation
	• time commitments, e.g. over/under posting, responses, maintenance
	• hackers, e.g. viruses, malware,
	• legal, e.g.
	  o Copyright, Designs and Patents Act 1988
	  o Data Protection Act 1998
	  o Computer Misuse Act 1990 Digital Economy Act 2010
	• negative customer relationships
	• staff training
	• lack of control
	• social media channel restrictions
	• measuring outcomes

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**

2. Be able to select social media channels to meet business needs	2.1. Identify business needs, i.e.:
	• business objectives (see business purposes in 1.2)
	• goals, e.g. short-term and long-term goals
	• audit, e.g. what do they already do/have?
	• audience, e.g.:
	  o gender, age, income, occupation, education, household size, stage in the family life cycle
	  o address, location, climate
	  o attitudes, values and lifestyle
	  o occasions, loyalty
	  o existing or not existing customer
	  o social media channels they use
	
	2.2. Selection criteria media channel, i.e.:
	• social media types, e.g. networks , reviews, publishing, discussion forums, media sharing, bookmarking, e-commerce
	• channels, e.g. Facebook, Twitter, Pinterest
	• benefits
	• disadvantages
	
	2.3. Tools available, i.e.:
	• blogs/micro blogs/wikis
	• media sharing, e.g. videos, podcasts, images
	• messaging
	• forums
	• banners
	• popups/unders
	• paid adverts
	• hashtags
	• sharing
	• likes
	• followers.
	
	2.4. Criteria used to measure effective choice of social media channel, i.e.:
	• review against business goals
	• feedback from client or suitable source
	• expected measurable outcomes, i.e.
	  o sales
	  o customer loyalty
	  o customer service
	• possible negative impact
	• possible positive impact
	• recommendations toward long-term goals.

3. Be able to create content for social media channels to meet business needs	3.1. Design content, i.e.: • images - visualisation diagrams, mood boards, primary or secondary, copyright • movies - storyboard, images, footage, text, time limits, file size and formats • podcast - script, narration, music, time, file size and format • text - character restrictions, tone, font size, accuracy, style, layout

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:

	• tools (see list 2.3)
	• time plan, e.g. content schedule
	• legal restrictions, e.g. Data Protection Act 1998, Copyright, Designs and Patents Act 1988, other relevant laws
	
	3.2. Software tools, e.g.:
	• social media channel tools
	• creation/editing software tools
	
	3.3. Compare social media content, i.e.:
	• channels selected
	• design content
	• intended purpose
	• tools used
	• positive outcomes, e.g.:
	   o viral content
	   o press coverage
	   o customer engagement
	   o increased sales
	   o increased awareness
	• negative outcomes, e.g.:
	   o legal action
	   o negative press coverage
	   o staff disciplinary/removal
	   o reduced sales
	   o negative brand image

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the social media channels used in business	P1: Outline the purpose of different social media channels used in business	M1: Explain the potential issues for businesses when using social media	
2. Be able to select social media channels to meet a business need	P2: Select social media channels to meet an identified business need giving reasons for your selection		D1:Justify how the effectiveness of the selected social media channels will be measured
3. Be able to create content for social media channels to meet business needs	P3: Develop content for the selected social media channel to meet the specified business need	M2: Compare and contrast your social media content with content created for a similar business need	

SYNOPTIC ASSESSMENT AND LINKS BETWEEN UNITS

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. See section 6 of the Centre Handbook for more information on synoptic assessment.

Learners can develop the skills and knowledge from this unit to progress to Level 3 Unit 13 Social media and digital marketing. This unit could be linked to Level 2 Unit 18 Creating visual business products where some of the content for the social media channels, for example, graphics, animations or video, could be developed.

This unit and specific LO	Name of other unit and related LO
LO1: Know the social media channels used in business	**Unit 1: Essentials of IT** LO4: Know about the Internet and related technologies LO5: Know about the benefits of using IT in business **Unit 2: Essentials of cyber security** LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents **Unit 5: Creating business solutions** LO2: Be able to design solutions to meet business needs **Unit 6: Participating in a project** LO2: Be able to contribute to a project **Unit 17: Using data analysis software** LO1: Understand the data used by business
LO2: Be able to select social media channels to meet business needs	**Unit 1: Essentials of IT** LO5: Know about the benefits of using IT in business **Unit 2: Essentials of cyber security** LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents **Unit 5: Creating business solutions** LO2: Be able to design solutions to meet business needs LO4: Be able to use IT applications to meet business needs **Unit 6: Participating in a project** LO2: Be able to contribute to a project **Unit 7: Pitching the product**

This unit and specific LO	Name of other unit and related LO
	LO2: Be able to pitch a product to internal stakeholders
	Unit 17: Using data analysis software
	LO1: Understand the data used by business
	LO2: Be able to select software to analyse data for business needs
LO3: Be able to create content for social media channels to meet business needs	**Unit 1: Essentials of IT** LO5: Know about the benefits of using IT in business **Unit 2: Essentials of cyber security** LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents **Unit 5: Creating business solutions** LO2: Be able to design solutions to meet business needs LO4: Be able to use IT applications to meet business needs **Unit 6: Participating in a project** LO2: Be able to contribute to a project **Unit 7: Pitching the product** LO2: Be able to pitch a product to internal stakeholders **Unit 18: Creating visual business products** LO1: Know about creating visual products for business LO2: Be able to select software and hardware for creating visual products for business needs LO3: Be able to create visual products to meet a business need LO4: Be able to improve visual products to meet a business need

ASSESSMENT GUIDANCE

LO1 Know the social media channels used in business

P1: Learners must outline different social media channels and their business purpose. The outline must provide details of the different types of social media channel and their purpose and learners are advised to research existing business usage. This can be evidenced through a written report, presentation with detailed speaker notes, video of the information being presented or information poster.

M1: Learners should research case studies which demonstrate where businesses have encountered issues when using social media as a business tool. The learner should then produce a summary of potential issues a business needs to avoid when using social media. This can be an extension or P1 or can take the form of a guide for businesses or presentation with speaker notes.

LO2 Be able to select social media channels to meet a business need

It is important that learners are provided with a scenario outlining a business and its needs; this will enable them to propose suitable social media channels and design suitable content to meet these objectives. This maybe a theoretical business suggested by the teacher or one suggested by a business link: the scenario must be sufficiently detailed and complex to allow learners to achieve all assessment criteria.

P2: Learners are required to describe the purpose, audience and goals of the business using the provided scenario. If the client is an existing company, learners will need to complete an audit of what the company already does using social media. If the company is fictional, it can be assumed that they currently have no social media presence. Using this information, the learner will select social media channels they think are suitable to meet the business needs and explain their choice. Evidence can be in the form of a report or presentation with speaker notes.

D1: Learners are required to justify how the effectiveness of the selected social media channels will be measured. They should be able to determine an appropriate set of criteria that would be used for this purpose.

LO3 Be able to create content for social media channels to meet business needs

Learners need to develop the proposed social media usage for the specified business need.

P3: Learners should design and develop content for the selected channel to address the business need. This content should contain details of tools they plan to use and information and images they need to create or source. They will create for content in line with their proposal. This can be evidenced with annotated plans either digital or hand drawn. They may also use the research carried out in LO2 to support their planning.

M2: Learners need to compare and contrast their social media content with content created for a similar business need. This may require further research as the learner finds appropriate examples to carry out this task.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Digital Business Practitioner pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Business needs could be supplied by a local business, for example: local council
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Marketing departments of local businesses may feature a social media specialist who could come into classes to support with delivering the teaching content and supplying the brief.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	An industry practitioner could provide feedback on proposed channel and content.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- Employer involvement in the delivery and assessment of vocational qualifications

- DfE work experience guidance

To find out more
ocr.org.uk/it
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**