

Cambridge **TECHNICALS LEVEL 3**

IT

Cambridge
TECHNICALS
2016

Unit 13

Social media and digital marketing

D/507/5016

Guided learning hours: 60

Version 1 September 2015



LEVEL 3

UNIT 13: Social media and digital marketing

D/507/5016

Guided learning hours: 60

Essential resources required for this unit: Learners will need access to social media channels in order to assess their impact. Where learners are expected to evaluate social media campaigns, learners should be provided with quantifiable data that will enable them to draw informed conclusions.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The use of social media has increased massively over recent years and is now a world-wide phenomenon. Users of social media are able to share ideas and files, compare opinions and pass comment on the activities of their friends and contacts. In doing so, they are not only generating huge amounts of data about themselves, but also allowing others the opportunity to contact them and monitor some of their online activities. Social media also allows users to collaborate with others across the globe.

Digital marketing is part of the overall process of marketing and is the use of digital media to increase awareness of a product or service. As social media offers such a wealth of data and the ability to contact potential customers in their own homes across a range of media channels, it is only natural that digital marketing seeks to use social media as part of the marketing mix for goods and services.

This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

This unit is in the Emerging Digital Practitioner, Application Developer and the Data Analyst Specialist pathways.

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. Understand digital marketing	<p>1.1 The role of marketing within business, i.e.:</p> <ul style="list-style-type: none"> • market research • raising awareness and affecting perception of need via promotion and advertising • selling <p>1.2 Digital marketing as a business tool, i.e.:</p> <ul style="list-style-type: none"> • business establishment • business growth • business continuity <p>1.3 The tools of digital marketing, i.e.:</p> <ul style="list-style-type: none"> • social media types (e.g. publishing - blogging and wikis, sharing - videos, music, images, discussing, networking - social, business) • email • landing page optimisation • banners and popups/unders • SEO (search engine optimisation) • paid and organic search results • channels (e.g. Facebook, paid advertisements on search engines, Twitter advertisements) <p>1.4 Digital marketing</p> <ul style="list-style-type: none"> • strategies towards identified marketing goals, i.e.: <ul style="list-style-type: none"> ○ identifying potential customers and markets ○ setting short term and long term goals (e.g. raise awareness, increase sales, gaining information) ○ creating a marketing and sales funnel (e.g. awareness, interest, action) ○ developing a call to action ○ gathering data ○ creating traffic <p>1.5 Digital marketing life cycles</p> <ul style="list-style-type: none"> • stages of the digital marketing life cycle (e.g. setup, traction, positioning, expansion, viral growth)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
2. Understand the use of social media in a business	<p>2.1 Research, i.e.:</p> <ul style="list-style-type: none"> • primary data • secondary data <p>2.2 Data as a resource, i.e.:</p> <ul style="list-style-type: none"> • data management • sources of data (e.g. relationship status, cookies) • collection of data • analysis of data (e.g. establishing patterns and trends) • sale of data <p>2.3 Use of data, i.e.:</p> <ul style="list-style-type: none"> • identification of gaps in markets • identification of changes in customer habits and tastes • targeted marketing • planning campaigns <p>2.4 Communication, i.e.:</p> <ul style="list-style-type: none"> • between staff • with customers (e.g. one way and two way) <p>2.5 Legislation and business policy and practice i.e.:</p> <ul style="list-style-type: none"> • legislation (e.g. Data Protection Act 1998, other legal restrictions (e.g. specific restrictions due to the nature of a person's job), • business policy and practice (e.g. acceptable use policy, social media policy, recruitment policy) <p>2.6 Ethical and moral issues, i.e.:</p> <ul style="list-style-type: none"> • bias (e.g. personal opinion versus fact, sponsorship, product placement, declaration of interest) • integrity (e.g. not disparaging the competition, honesty/misrepresentation, response to customers, misuse of free expertise (e.g. competitions))

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to plan content and propose appropriate social media channels for digital marketing campaigns</p>	<p>3.1 Social media channels (e.g.:Myspace, Twitter, Instagram, Facebook, Snapchat, blogs (e.g. including Wikipedia))</p> <p>3.2 Potential outcomes, i.e.:</p> <ul style="list-style-type: none"> • planning techniques: <ul style="list-style-type: none"> ○ positive outcomes: <ul style="list-style-type: none"> ▪ increased market share (e.g. customer engagement, customer awareness, brand awareness) ▪ increased customer loyalty (e.g. impact of social media on the digital marketing life cycle) ▪ improved customer service (e.g. ease of access to customer data, speed and quality of advice and information to the customer via social media) ▪ effect on product life cycle (e.g. stages of the product life cycle and potential positive and negative impacts of social media) ▪ financial impacts • potential negative impact of social media on businesses and individuals: <ul style="list-style-type: none"> ○ work rate ○ bullying ○ threats ○ employability ○ business image <p>3.3 Possible restrictions, i.e.:</p> <ul style="list-style-type: none"> • legislation • technological constraints • skills constraints <p>3.4 Target audience, i.e.:</p> <ul style="list-style-type: none"> • market segmentation (e.g. age, gender, income, education levels)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Be able to develop social media digital marketing campaigns</p>	<p>4.1 Features of a social media marketing campaign, i.e.:</p> <ul style="list-style-type: none"> • appropriate staffing mix • clear objectives and shared targets • core message • unique selling point • company image • social media channels • timescales and review dates • social marketing funnel • social media tools e.g.: <ul style="list-style-type: none"> ○ social media measurement ○ social network aggregation ○ social media mining <p>4.2 Campaign considerations, i.e.:</p> <ul style="list-style-type: none"> • business objectives • alignment with wider organisational marketing programme • format and restrictions on content • channels • frequency • image • bias • benefits • disadvantages <p>4.3 Effectiveness of digital marketing campaigns, i.e.:</p> <ul style="list-style-type: none"> • comparison to original targets • feedback from the client or other suitable source • assessment against measurable outcomes e.g. <ul style="list-style-type: none"> ○ effect on sales and income (maintained, increased or decline slowed) ○ effects on customer loyalty (increased repeat sales) ○ effects on customer service (feedback to surveys, responses to popups) <p>4.4 Recommend improvements to business processes to support digital marketing campaigns, i.e.:</p> <ul style="list-style-type: none"> • analyse assessment of measurable outcomes • review business processes in order to identify source of failure or short coming • make recommendations to identified business processes in order to improve effectiveness of digital marketing campaigns

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. Understand digital marketing	P1: Outline the tools available for digital marketing		
	P2: Explain the stages of the digital marketing life cycle		D1: Assess the impact of digital marketing on an identified product
2. Understand the use of social media in business	P3: Describe how social media may be used to gather data	M1: Explain how data is used as part of social media digital marketing campaigns	
	P4*: Describe the legal and ethical restrictions on the use of social media as part of digital marketing campaigns (*Synoptic assessment from Unit 1 Fundamentals of IT, Unit 2 Global information and Unit 3 Cyber security)		
3. Be able to plan content and propose appropriate social media channels for digital marketing campaigns	P5: Outline social media channels to be used in a digital marketing campaign	M2: Plan the social media content of the digital marketing campaign to meet identified business objectives	D2: Justify the use of identified social media channels in the digital marketing campaign
	P6: Describe the target audience for the identified social media channels		
4. Be able to develop social media digital marketing campaigns	P7: Propose a digital marketing campaign across different social media channels to meet identified business objectives	M3: Recommend adaptations to current business processes to support social media activities	

SYNOPTIC ASSESSMENT

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. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

LO1 Understand digital marketing

P1: Learners must outline the tools available for a digital marketing campaign as outlined in the learning outcome (LO). The outline must provide a clear indication of what the tool is and how it is used within a digital marketing campaign. Evidence can be in the form of a written report, presentation with detailed speaker notes, a video of the information being presented to an audience, an information guide or an information-poster with detailed annotations.

P2: Learners are required to explain the purpose of each of the five stages of the digital marketing life cycle. Evidence can be in the form of a written report, presentation with detailed speaker notes, a video of the information being presented to an audience, an information guide or an information poster with detailed annotations.

D1: Learners will need to research into a digital marketing campaign and be able to assess the impact that the campaign had on the identified product. The identified impact may be positive, negative or a mixture of both. Evidence can be in the form of a written report, a presentation with detailed speaker notes or a video of the information being presented to an audience.

LO2 Understand the use of social media in business

P3: Learners are required to describe how social media may be used to gather data. In doing so, they should describe the range and types of data that may be garnered from social media and the relevance of the data that is gathered. Evidence may be in the form of a written report or an information guide.

M1: Learners are required to explain the use of data as part of a digital marketing campaign. This should concentrate on how data is gathered, analysed and applied to inform the planning and eventual outcome of the campaign. This should not concentrate on social media as the sole source of data, but on the role of data as a whole. Evidence may be in the form of a written report or an information guide.

P4: Learners need to research into the legal and ethical restrictions on the use of social media as part of a digital media campaign. The exploitation of data that users may supply with no awareness of its importance as a marketing tool should be explored, as well as the need to process such data fairly.

Learners may describe the legal and ethical considerations in general terms, or may be given a scenario, for which they then analyse the potential issues. The evidence may be in the form of a report, describing social and ethical considerations in general or, where a scenario is used, within the context of that scenario.

LO3 Be able to plan content and propose social media digital channels for digital marketing campaigns

It is important that learners are provided with a scenario for a digital marketing campaign that will enable them to propose suitable social media channels. This may be a wholly theoretical campaign produced by the teacher, or may be a campaign suggested by a business link.

P5: Learners are required to outline social media channels to be used in a digital marketing campaign. The intended channels should be related to the campaign and should reflect the full range of technologies available. Evidence could be in the form of a report or a presentation to an audience (videoed or with detailed speaker's notes).

P6: Learners are required to describe the target audience for the scenario with which they have been presented. The target audience may be described in many terms, but the use of standard market segmentation analysis would allow learners to link the description to the techniques they then suggest. However, consideration must be given to differing markets within identified social media channels. Evidence could be in the form of a report or a presentation to an audience (videoed or with detailed speaker's notes).

M2: Learners are required to plan the social media content that they will use as part of their digital marketing campaign. There is the opportunity for learners to take an innovative/creative approach to this task and the evidence could be a report, presentation to an audience (videoed with detailed speaker's notes) or a recording of an interview with the client or a visualisation.

D2: Learners are required to provide a clear and relevant rationale for their suggested social media channel(s). The rationale should consider arguments for and against each channel (where applicable) and come to a considered conclusion. There should be clear evidence that the specific needs of the project and the target audience have been considered in reaching the conclusion. Evidence could be in the form of a report, or a presentation to an audience (videoed or with detailed speaker's notes).

LO4 Be able to develop social media digital marketing campaigns

Learners need to develop the project on which they focused as part of LO3.

P7: Learners are required to create a proposal document for a social media marketing campaign, as outlined in the specifications. All features should be considered as part of one overall marketing campaign. This may be based on a scenario, or may be a preparatory report based on general understanding. Evidence could be in the form of a report, or a presentation to an audience (videoed or with detailed speaker's notes).

M3: Learners are required to suggest suitable adaptations to business processes so that any identified failure(s) and/or shortcoming(s) in their campaign may be reduced.

The evidence could be a report, a presentation to an audience (videoed with detailed speaker's notes) or a recording of an interview with the client, outlining how each feature is used as part of the solution to the project.

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/>.

EMPLOYABILITY SKILLS

Employability skills	Learning outcome
Communication	P1, P2, M1, M2, M3, D1,D2
Problem solving/decision making	P7, M2, D2
Time management	P7, M3
Critical thinking	M2, D2, P7, M3

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels 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 units.

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 involvement	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.	Learners could carry out work experience at a local business who is interested in using social media as a marketing tool. They could investigate what and how social media could be used and the benefits to the business concerned. They could develop a proposal for the business which they present to them to include how the business could monitor the success of the use of social media for marketing.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	You could set a project covering the content of this unit with a local business that is interested in using social media as a marketing channel.
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.	A local business that uses digital marketing and/or social media could contribute to the delivery of this unit by co-delivering teaching on how they use digital marketing/social media in their business (LO1 & LO2).
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.	If you set a project with a business in point 2 you could ask the business to be an 'expert witness' by contributing to the assessment of the learners' project.

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**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.