

Cambridge TECHNICALS LEVEL 2

# CUSTOMER SERVICE

Unit 3

Social media in the workplace

K/615/5445

Guided learning hours: 30

Version 1 September 2018

Cambridge  
TECHNICALS  
2016

# SOCIAL MEDIA

**Social Media as Business Tool**  
How your business can utilize social media to increase sales.

## EXCHANGE RATE



## LEVEL 2

### UNIT 3: Social media in the workplace

K/615/5445

**Guided learning hours:** 30

**Essential resources required for this unit:** Online access to social media platforms

**Assessment:** This unit is internally assessed by the centre and externally moderated by OCR.

#### UNIT AIM

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Social media is likely to affect you in your job role. This unit will help you to learn more about the workplace policies concerning social media, which may affect your day-to-day behaviours.

This unit will introduce you to the social media platforms that an organisation can use to interact with stakeholders and the reasons why this interaction may be of benefit.

You will:

- learn about social media policy for a selected organisation
- prepare posts that are fit for purpose
- monitor and respond to social media activity
- learn how to prioritise responses
- use different social media platforms and online tools
- prepare a blog to inform potential customers about a selected organisation
- consider why your blog would be a useful form of communication.

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to follow social media policy for business purposes	1.1 Social media platforms used by businesses e.g. <ul style="list-style-type: none"> <li>• blogs</li> <li>• Facebook</li> <li>• Flickr</li> <li>• Instagram</li> <li>• LinkedIn</li> <li>• Pinterest</li> <li>• Tumblr</li> <li>• Twitter</li> <li>• new and emerging platforms</li> </ul> 1.2 Policies for the use of social media and its content i.e. <ul style="list-style-type: none"> <li>• when accessing social media always:               <ul style="list-style-type: none"> <li>○ use a strong password</li> <li>○ change passwords regularly</li> <li>○ don't share passwords with friends or colleagues</li> </ul> </li> <li>• recognise what constitutes malware, spyware, Trojans and viruses when using social media</li> <li>• recognise the impact of malware/spyware/Trojans/viruses, e.g. sensitive information could be hacked and no longer be private</li> <li>• uphold the organisation's image even during non-working hours by ensuring:               <ul style="list-style-type: none"> <li>○ that privacy settings are updated on personal social media</li> <li>○ recognising that personal social media postings can impact on working life and the organisation</li> <li>○ not 'liking' or sharing images, videos or status updates that might cause offence or conflict with an organisation's aims</li> </ul> </li> <li>• ensure an organisation's social media accounts are only accessed through secure devices</li> <li>• avoid use of personal social media during working hours</li> </ul>

Learning outcomes The Learner will:	Teaching content Learners must be taught:
	<p>1.3 How to review the appropriateness of social media posts and the target audience i.e.</p> <ul style="list-style-type: none"> <li>• use of correct language and terminology; e.g. avoiding the use of too many abbreviations or colloquial language</li> <li>• review all content before posting</li> <li>• overuse of hash tags – they can distract from the main content of the message</li> <li>• appropriate hashtags</li> <li>• personal and business social media content should be kept separate</li> <li>• update feeds to followers regularly but do not spam their feeds</li> <li>• review the pros and cons of each follower request – don't accept every single request as following for numbers is not always effective e.g. are they a competitor or do they have a connection to a competitor?</li> </ul>
2. Be able to monitor and report on social media activity	<p>2.1 How to monitor social media activity using online tools i.e.</p> <ul style="list-style-type: none"> <li>• use online tools e.g. <ul style="list-style-type: none"> <li>○ Hootsuite</li> <li>○ Klout</li> <li>○ Social mention</li> <li>○ Tweetreach</li> <li>○ tools within social media platforms</li> </ul> </li> <li>• monitor social media activity i.e. <ul style="list-style-type: none"> <li>○ identify number of users</li> <li>○ location of users e.g. national, international</li> <li>○ age group of users</li> <li>○ identify complaints or negative comments</li> <li>○ identify themes of activity/user comment</li> <li>○ gather feedback from the organisation's stakeholders</li> </ul> </li> </ul> <p>2.2 How to report on monitoring of social media activity i.e.</p> <ul style="list-style-type: none"> <li>• produce written or verbal summaries</li> <li>• prioritise comments</li> <li>• flag comments which need dealing with urgently</li> </ul>
3. Be able to use social media to communicate with customers for business purposes	<p>3.1 Reasons for using social media to communicate in the workplace i.e.</p> <ul style="list-style-type: none"> <li>• increase brand awareness</li> <li>• respond to customer reviews/provide advice to customers/potential customers (e.g. product recalls, changes to train times)</li> <li>• share information about products/services</li> <li>• prompt responses to any customer messages</li> <li>• interact with other businesses</li> <li>• networking</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	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. Be able to follow social media policy for business purposes	P1: For a selected organisation, outline the policy for social media		
	P2: Prepare a social media post, for a selected organisation	M1: Analyse how the social media post prepared is fit for purpose	
2. Be able to monitor and report on social media activity	P3: Monitor the social media interaction between a selected organisation and its followers over five days, across different platforms, using different online tools. Produce a descriptive summary of the activity	M2: Prioritise any activity that requires action and give reasons for choosing the activity assigned the highest and lowest priority	
	P4: Describe the usefulness of the online tools used by the selected organisation to monitor social media activity		D1: Recommend an online tool for use by the selected organisation. Give reasons for your choice
3. Be able to use social media to communicate with customers for business purposes	P5: Produce a blog to inform potential customers about a selected organisation	M3: Explain reasons why your blog would be a useful form of communication for the selected organisation	

## ASSESSMENT GUIDANCE

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It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

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/>.

For **P1** learners must list the points to be included in the policy. Each point should be supported by a brief explanation of why it is relevant for the selected business.

For **P2** the social media post must be fit for purpose i.e. follow the review criteria listed in 1.3 of the teaching content. This should then be referred to in any evidence targeting **M1**.

For **P3** there is no requirement for these to be five consecutive days.

For **M2** learners must categorise the activity into:

- that which is posted by the business
- that which requires the business to take action e.g. respond to a complaint or thank a customer for their review/comments
- and that which does not require action.

Learners must consider the same selected organisation when completing tasks for **P3, P4, M2** and **D1**.

For **P5** the blog should be produced for one of the reasons listed in 3.1 of the teaching content. Learners should provide a brief introduction which clarifies the business that the blog relates to and the reason for producing the blog.

## SYNOPTIC ASSESSMENT

Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the Business Administration, Customer Service and Retail sectors, please see section 6 of the centre handbook for more detail.

Links between this unit and other units:

Specific LO in this unit	Name of other unit and related LO
LO1 Be able to follow social media policy for business purposes	Unit 1 Principles of working in service sector organisations LO1, LO3, LO6 Unit 2 Understand customer expectations and issues LO4, LO6 Unit 5 RT: E-commerce and retail technologies LO1 Unit 7 BA: Support the organisation of an event LO1, LO3
LO2 Be able to monitor and report on social media activity	Unit 1 Principles of working in service sector organisations LO1 Unit 2 Understand customer expectations and issues LO6 Unit 5 CS: Obtaining customer feedback LO1
LO3 Be able to use social media to communicate with customers for business purposes	Unit 1 Principles of working in service sector organisations LO1, LO3, LO6 Unit 2 Understand customer expectations and issues LO6 Unit 5 CS: Obtaining customer feedback LO1 Unit 7 CS: Handling challenging customer service situations LO2 Unit 5 RT: E-commerce and retail technologies LO2 Unit 7 BA: Support the organisation of an event LO1, LO3

### Key:

BA Business Administration  
CS Customer Service  
RT Retail

## MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE 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 following qualifications:

Level 2 Cambridge Technical Certificate in Business Practices

Level 2 Cambridge Technical Diploma in Business Administration

Level 2 Cambridge Technical Diploma in Customer Service

Level 2 Cambridge Technical Diploma in Retail

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 employer involvement through delivery and/or assessment of these qualifications for every learner.

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

It is recommended that students undertake structured work-experience or work-placements that develop skills and knowledge relevant to these qualifications.

They may also benefit from industry professionals visiting the centre to act as guest speakers.

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](#).



**ocr.org.uk/business**

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