Cambridge **TECHNICALS LEVEL 2**

BUSINESS ADMINISTRATION

Unit 3

Use social media for business purposes

K/617/0723

Guided learning hours: 30

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Cambridge **TECHNICALS 2016**

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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

Social media plays a big part in business communications and is likely to affect you in your job role as an administrator. This unit will help you to learn more about the business 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 business organisation

- review posts for a selected business organisation

- monitor and respond to social media activity

- learn how to prioritise responses

- use different social media platforms and online tools

- prepare and review a post to communicate business information using a selected social media platform

- consider why this post 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 The Learner will:	Teaching content Learners must be taught:

1. Be able to interpret social media policy for business purposes	1.1 Social media platforms and how and why they are used by businesses e.g.
	• Facebook
	• Flickr
	• Instagram
	• LinkedIn
	• Pinterest
	• Twitter
	• blogging platforms (e.g. Wordpress, Tumblr, Blogger)
	• internal social media platforms (e.g. Yammer)
	• new and emerging platforms
	
	1.2 Policies for the use of social media and its content i.e.
	• when accessing social media always:
	  o use a strong password
	  o change passwords regularly
	  o don't share passwords with friends or colleagues
	• recognise what constitutes malware, spyware, Trojans and viruses when using social media
	• recognise the impact of malware/spyware/Trojans/viruses, e.g. sensitive information could be hacked and no longer be private
	• uphold the organisation's image even during non-working hours by ensuring:
	  o that privacy settings are updated on personal social media
	  o recognising that personal social media postings can impact on working life and the organisation
	  o not 'liking' or sharing images, videos or status updates that might cause offence or conflict with an organisation's aims
	• ensure an organisation's social media accounts are only accessed through secure devices
	• whether use of personal social media during working hours is allowed

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

	1.3	How to review the appropriateness of social media posts for business purposes and the target audience i.e.
		• Review criteria, social media posts should:
		   o consider the target audience (e.g. age, gender, culture, interests)
		   o use correct language and terminology (e.g. avoiding the use of too many abbreviations or colloquial language)
		   o not over use hashtags (they can distract from the main content of the message)
		   o use appropriate hashtags
		   o include only professional business social media content and no personal content
		   o update feeds to followers regularly but not spam their feeds

2. Be able to monitor and report on social media activity for a specified business	2.1	How to monitor social media activity using online tools i.e.
		• use online tools e.g.
		   o Hootsuite
		   o Klout
		   o Social mention
		   o Tweetreach
		   o tools within social media platforms
		• monitor social media activity i.e.
		   o identify number of users
		   o location of users (e.g. national, international)
		   o age group of users
		   o identify complaints or negative comments
		   o identify themes of activity/user comment
		   o gather feedback from the organisation's stakeholders

	2.2	How to report on monitoring of social media activity i.e. • produce written or verbal summaries • prioritise comments • flag comments which need dealing with urgently
3. Be able to use social media to communicate for business purposes	3.1	Reasons for using social media to communicate in for business purposes i.e. • increase brand awareness • respond to customer reviews, provide advice to customers/potential customers (e.g. product recalls, changes to train times) • share information about products/services • share information with internal staff • respond promptly to any customer messages • interact with other businesses • networking

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 interpret social media policy for business purposes	P1: Outline the social media policy for a selected business/organisation		
	P2: Review how the social media posts of the selected business/organisation meet their social media policy		
2. Be able to monitor and report on social media activity for a specified business	P3: Monitor the social media interaction between a selected business/organisation and its followers and produce a descriptive summary of the activity	M1: 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 business/organisation to monitor social media activity		D1: Recommend an online tool for use by the selected business/organisation giving the reasons for your choice
3. Be able to use social media to communicate for business purposes	P5: Prepare a post to communicate business information using a selected social media platform	M2: Explain why your post would be a useful form of communication for the selected business/organisation	
	P6: Review your post to ensure that it is fit for business purposes		

ASSESSMENT GUIDANCE

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 main points included in the policy. Each point should be supported by a brief explanation of why it is relevant for the selected business/organisation.

For **P2** learners must review **at least two** social media posts for the selected business/organisation chosen in **P1** against the social media policy for that business/organisation. An explanation that details how the organisation's/business's posts meet, or do not meet, their social media policy must be provided.

For **P3** the monitoring must take place **over five days**, across different platforms, using different online tools. This does not have to be the same business/organisation as selected in **P1**. There is no requirement for these to be five consecutive days. Learners must report on this as detailed in 2.2 of the teaching content.

For **P4** the description must include tools mentioned in 2.1 of the teaching content.

For **M1** learners must categorise the activity into:

- that which is posted by the business/organisation

- that which does not require the business/organisation to take any action

- that which requires the business/organisation to take action e.g. respond to a complaint or thank a customer for their review/comments.

Learners should then prioritise anything requiring action in order of highest to lowest priority.

Learners must consider the same selected business/organisation when completing tasks for **P3**, **P4**, **M1** and **D1**.

For **P5** the post 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 post relates to and the reason for producing the post – it does not have to be related to the business/organisation selected previously. Ideally this would be on behalf of a business where the learner is undertaking work experience. This post could take the form of a blog, for example, which could be related to the business event organised in Unit 7 (e.g. a networking event).

For **P6** the post should be reviewed against the criteria given in 1.3 of the teaching content.

For **M2** the explanation must include why the platform chosen is appropriate for the post, as well as justifying the content.

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 sector, please see Section 6 of the centre handbook for more detail.

Links between this unit and other units:

Unit 1 Principles of working in business administration

Unit 2 Understand the role of an administrator

Unit 7 Support the organisation of an event

This unit works well as a 'partner unit' to Unit 6, *Communicate in a business environment*. This unit focuses on how businesses communicate using social media for business purposes with unit 6 focusing on the more traditional methods of communicating within a business environment.

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 Diploma in Business Administration

Level 2 Cambridge Technical Certificate in Business Administration (non-performance tables qualification)

The Diploma qualification has been designed to be recognised as Technical Certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of this qualification 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 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.	Learners could undertake work experience where they are able to develop their skills, knowledge and understanding in using social media for business purposes. Within the work placement they may work as part of a team responsible for the business's social media activity, providing them with the opportunity to gain valuable and transferable experience in this area from a business perspective and to better understand the difference between personal and business uses of social media.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry experts could assist centres with the development of their assignments by providing them with realistic scenarios for the learners to consider. The industry practitioners could also take on the role of stakeholders who provide feedback to the learners.
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.	Industry experts could support the delivery of aspects of the unit such as best practice when using social media for business purposes.
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 learners are provided with work placement opportunities in a real business environment, then the industry practitioners can provide expert witness testimonies. These must be individual to each learner and clearly indicate what activities the learners carried out and how they demonstrated competent performance.

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](#).