Higher National Unit Specification

General information

Unit title: Social Media for Business (SCQF level 8)

Unit code: HT9P 35

Superclass:	CB
Publication date:	November 2017
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

The purpose of the unit is to show learners how businesses use social media channels to promote their products and services, and improve the efficiency and effectiveness of their enterprises. The unit is appropriate for a wide range of learners but particularly relevant to learners undertaking business and IT-related awards.

The unit covers the knowledge and skills involved in using social media within a business context. The knowledge covered includes business objectives and how social media can assist in achieving these objectives. The knowledge will also cover the opportunities and risks afforded by social media. The skills covered include skills in employing social media as a tool for achieving business objectives and basic use of built-in data analysis tools.

On completion of this unit learners will understand how social media can be employed to help businesses achieve objectives and be able to analyse the metrics gathered from social media to determine the effectiveness.

Outcomes

On successful completion of the unit the learner will be able to:

1   Explain the use of social media to achieve business objectives.
2   Identify metrics to measure the effectiveness of social media.
3   Use social media metrics to measure the effectiveness of social media presence.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

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Recommended entry to the unit

Learners should possess basic IT skills before commencing this unit. This may be evidenced by possession of the Core Skill in *Information and Communication Technology* at SCQF level 6 (or equivalent). Some prior exposure to social media platforms or having achieved the following HN Unit would be beneficial:

HT9W 34 Social Media (SCQF level 7)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill   None

Core Skill component   Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the use of social media to achieve business objectives.

Knowledge and/or skills

♦   Differences between social media platforms
♦   Business aims
♦   SMART objectives
♦   Target market
♦   Benefits of social media to business
♦   Dangers of social media to business

Outcome 2

Identify metrics to measure the effectiveness of social media.

Knowledge and/or skills

♦   Purpose of metrics
♦   Metrics and objectives
♦   Measuring effectiveness

Outcome 3

Use social media metrics to measure the effectiveness of social media presence.

Knowledge and/or skills

♦   Use of in-built metrics
♦   Analysis of metrics
♦   Evaluation of metrics against objectives

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can produce:

♦   knowledge evidence (for Outcomes 1 and 2)
♦   product evidence (for Outcome 3)

The knowledge evidence will comprise the descriptions and explanations required in Outcomes 1 and 2, including:

♦   describe how social media can be used to meet business objectives.
♦   describe the benefits and drawbacks to businesses who want to use social media.
♦   identify social media platforms that would be used to meet business objectives.
♦   identify metrics that would be used to evaluate the effectiveness of social media to meet the business objectives.

Evidence is normally required for all of the associated knowledge; however, sampling is permissible when testing is used. When testing is used, it must be controlled in terms of location, timing and access to reference materials.

The product evidence will comprise evidence that the learner has carried out an evaluation of social media metrics and analysed the success of metrics used against a set of objectives as required in Outcome 3. Learners are required to produce evidence to demonstrate that they can analyse a scenario of business use of social media to meet a set of objectives and then measure the effectiveness using the metrics available to them through the social media platforms in built tools.

Evidence covering Outcome 3 can be produced over an extended period of time under open-book conditions. Assessors must ensure the authenticity of learners' work especially where evidence has been produced unsupervised. The *Guide to Assessment* provides further advice on methods of authentication.
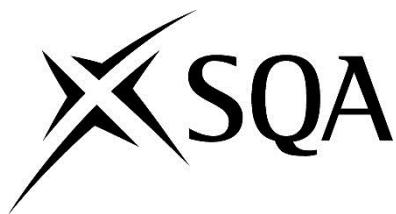
Higher National Unit support notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The aim of this unit it to provide learners with an awareness of how businesses can use social media to their advantage.

The unit has three outcomes. Two outcomes are theoretical and one is practical.

Please note that the following guidance is not a teaching syllabus and does not seek to explain each outcome/knowledge/skills statement. This section seeks to clarify the statement of standards (within this unit specification) where it is potentially ambiguous. It also focuses on non-apparent teaching and learning issues that may be over-looked, or not emphasised, during unit delivery. As such, it is not representative of the actual time spent teaching or learning specific competences or the relative importance of each competence.

When product/service names are used, these are (normally) for illustration purposes only and alternative products and services may be used for teaching and learning.

Outcome 1 relates to use of social media for achieving business objectives. Learners are likely to be aware of social media for personal use, however may not be as aware of how businesses can use social media to help achieve their business objectives. By comparing different social media platforms, eg Twitter™ and Facebook™ and their suitability to business aims, learners will gain more knowledge and understanding of how to define objectives of using a given social media platform. Both advantages and disadvantages of using social media for business use will also be covered and give learners a better understanding of the power of social media.

Outcome 2 relates to how effective social media is on business objectives. Learners will be made aware of what metrics are and how they are to measure the impact of a social media on business objectives.

Outcome 3 relates to the use of social media for achieving business objectives and analyses the success of the social media tool used. Activates to undertake this outcome could include the use of a business page on Facebook™ and exploring the in-built metrics that are freely available within Facebook™ to identify if objectives are being met with.

Higher National Unit support notes (cont)

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Guidance on approaches to delivery of this unit

It is recommended that the knowledge outcomes are taught in sequence (1, 2 and 3).
A suggested distribution of time, across the outcomes, is:

Outcome 1   15 hours
Outcome 2   15 hours
Outcome 3   10 hours

Outcome 1 requires understanding of setting business objectives using SMART goals. It also requires an understanding of the different social media platforms and what ones to use to most effect to achieve the objectives set out.

Outcome 2 requires identification of metrics that businesses would use in order to measure effectiveness of the objectives they have set out in their use of their social media tool.

Outcome 3 involves analysing a social media campaign and determining the success of it based on objectives set.

The topics can be explained through the use of video and audio. There is a great deal of information (in text, audio and video formats) available on each of the outcomes.

A learner-centred approach to teaching is recommended. Most of the topics can be independently researched by learners. However, when this approach is used, it is vital that the teacher provides context and sets objectives and regularly reviews progress.

Group discussions/debates are also suggested. Some of the topics within this unit are contentious (such as the socio-economic effects of social media) and well suited to classroom debate.

It is recommended that social media is used to facilitate learning. For example, the teacher could create a Facebook™ group/page and Twitter™ account specifically for learners.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is recommended that both summative and formative assessment are used during this unit.

A traditional approach to summative assessment could involve a multiple choice test for knowledge evidence and a practical assignment for product evidence.

The multiple choice test could assess all of the knowledge contained within Outcomes 1 and 2. It could consist of four options (one key) with a pass mark of 60%.

Higher National Unit support notes (cont)

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The practical assignment could involve the learner using social media for business purposes. For example, given a scenario the learner would decide what social media platform would be used and produce SMART objectives and then decide on how and what to measure the effectiveness of it. Following on from this, learners could create a Facebook^{TM} business page or Twitter^{TM} account with related hashtags to promote a product or service and then use the in-built metrics to analyse the effectiveness of their social media platform to meet the given objectives. The activity may be real (for an actual product or service) or simulated (for a fictitious product or service).

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

There are further opportunities to develop Core Skills in *Information Communications and Technology* through their use of social media (Outcome 3).

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	24/11/ 2017

General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is intended for learners who want to know how social media is used in business. It is suitable for learners who are undertaking Business courses.

The unit covers the following topics:

♦ types of social media platforms
♦ business objectives
♦ in-built social media metrics
♦ benefits of social media to business
♦ drawbacks of social media to business
♦ how to measure the effectiveness of social media

The treatment of each topic is light. This is not a computer science unit. It will be delivered in an accessible and interesting way, which may include the use of audio and video to enliven learning.

Although most of the unit is theoretical you will get the opportunity to use social media in a real or imagined job role. You will gain hands-on experience of using a range of social media tools and services such as Facebook™ or Twitter™. Teaching methods will likely include self-learning, research and group discussion.

The unit can be assessed in a number of ways including, for example, a written test or writing a blog about your learning. Whatever approach is taken, most of your time will be spent learning — not being assessed.

At the end of the unit you will know how social media can be used by businesses to help achieve goals and how they can be measured. You will also know what the benefits and drawbacks are to businesses when they choose to use social media.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5.