

# **Pearson BTEC Level 2 Award in Social Networking for Business (QCF)**

## **Specification**

BTEC Specialist qualification

First teaching May 2013

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## Purpose of this specification

The purpose of a specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding the learner needs before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, ie Technical Certificates.

There are three sizes of BTEC specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Social Networking for Business (QCF)
QCF Qualification Number (QN)	600/8864/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/05/2013
Age range that the qualification is approved for	16-18 19+
Credit value	9
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	52
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )



## QCF qualification title and Qualification Number

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at [www.edexcel.com](http://www.edexcel.com)

## Objective of the qualification

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The Pearson BTEC Level 2 Award in Social Networking for Business (QCF) is for learners who work in, or want to work in, the social media and digital marketing sector.

It gives learners the opportunity to:

- develop knowledge and skills required for working in social media and digital marketing roles within a business.

## Progression opportunities through Edexcel qualifications

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Learners achieve the Pearson BTEC Level 2 Award in Social Networking for Business (QCF) can progress on to the Pearson BTEC Level 3 Diploma in IT User Skills (ITQ) (QCF).

### 3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

## 4 Qualification structure

### Pearson BTEC Level 2 Award in Social Networking for Business (QCF)

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Learners will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	9
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/503/8847	Principles of Social Networking for Business	2	4	36
2	A/503/8846	Social Networking for Business	2	5	16

## 5 Assessment

The table below summarises the assessment methods used in this qualification.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

### Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

## 7 Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application can be made.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on the Edexcel website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.



## 10 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

## 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at [www.edexcel.com/policies](http://www.edexcel.com/policies)

## 12 Units

Units have the following sections.

### Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

### Unit aim

This gives a summary of what the unit aims to do.

### Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

### Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following sub-sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Principles of Social Networking for Business**

**Unit reference number: F/503/8847**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 36**

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## **Unit aim**

This unit aims to develop awareness of how businesses use social networking. The social media platforms used by a business include general use and specialist types and learners will look at the role of both types in growing and maintaining a social network.

Learners will gain an understanding of how to use social media effectively for business purposes and the benefits and risks associated with that use.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**Please note the unit amplification is not indicative.**

Learning outcomes		Assessment criteria		Unit amplification
1	Know the concepts of social networking for business	1.1	Identify aims and objectives of social networking for business	<ul style="list-style-type: none"> <li>□ Aims and objectives, eg control publishing, control marketing, advertise to wider audiences, build online business, open up business opportunities, develop/establish a brand, help grow a business, connect to wider/global markets, connect with new groups/types of customer, establish a reputation, improve internal communication, generate leads/sales, improve staff recruitment/retention, improve customer support/satisfaction, save money</li> </ul>
		1.2	Describe the concept of community building	<ul style="list-style-type: none"> <li>□ To include desirable elements, eg accessible, versatile, enjoyable, beneficial, easy to use, adaptable</li> </ul>
		1.3	Explain the importance of a large community, including the role of key influencers	<ul style="list-style-type: none"> <li>□ To include desirable elements, eg accessible, versatile, enjoyable, beneficial, easy to use, adaptable</li> <li>□ Types of key influencer, eg: <ul style="list-style-type: none"> <li>• online, eg tweeters, bloggers, e-zine authors</li> <li>• offline, eg politicians, journalists, TV personalities</li> <li>• objects, eg photos, videos, music, tweets, blogposts, speeches</li> <li>• organisations, eg pressure groups, lobbyists, consumer organisations</li> </ul> </li> </ul>
	1.4	State the importance of publishing social media content which engages the audience	<ul style="list-style-type: none"> <li>□ Types of content: eg images, video, audio, text, links, polls, quizzes</li> <li>□ Types of audience: eg general public, niche, existing customers, internal</li> <li>□ Matching content to audience</li> </ul>	

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Describe the purpose of social media monitoring, including search engine optimisation	<ul style="list-style-type: none"> <li>□ Reasons for monitoring, eg improving customer experience/service, detecting interest in a product/service, aiding marketing decisions, prioritising use of social media channels, measuring impact of new products/services/ideas, improving public relations, helping in damage limitation exercises</li> <li>□ Use of feedback and monitoring tools to track the effectiveness of a social media network</li> <li>□ Use of analytical tools to tweak content for search engine optimisation</li> </ul>
	1.6	Outline the role of major social networks for business	<ul style="list-style-type: none"> <li>□ Reasons for having a policy, eg guidance for employees on legal aspects of social media use, on how content spreads through social media, on the distinction between private and company communications</li> <li>□ Consequences of not having a policy, eg legal liability, public relations problems, potential conflict between employees and employers/industrial relation problems, time wasting</li> </ul>
2 Know the affects of social networking for business	2.1	Identify the role of major social networks for business	<ul style="list-style-type: none"> <li>□ Top major social networking sites by traffic, these include Facebook, LinkedIn, Twitter, Pinterest, MySpace, Google+, blogs sites, eg blogger, WordPress, Tumblr</li> </ul> <p><b>NOTE:</b> ranking can change quickly and new networks, and blog sites, may supplant established ones. Inclusion of sites as examples does not imply endorsement by Pearson</p>
	2.2	Identify the role of specialist social networks for business	<ul style="list-style-type: none"> <li>□ Top specialist social networking sites by traffic, these include LinkedIn, XING, Viadeo, StartupNation, AngelList</li> </ul> <p><b>NOTE:</b> ranking can change quickly and new networks may supplant established ones. Inclusion of sites as examples does not imply endorsement by Pearson</p>

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Outline the advantages of using major and specialist social networks for business	<ul style="list-style-type: none"> <li>□ Advantages, eg increases awareness of the company, increases business/sales, increases traffic to main website, improves perception of company/brand/product range, allows positive comments to be capitalised on, allows negative comments to be countered, helps in identifying new opportunities, allows qualitative assessment of discussion of company/brand name, improves understanding of target customers, assists the development of targeted promotions, gives an early warning of issues with a product/service, helps in the recruiting and retention of staff</li> </ul>
	2.4	Identify the types of businesses suited to different social networks	<ul style="list-style-type: none"> <li>□ Business types: sole trader, partnership, private limited company, public limited company, franchise, cooperative</li> </ul>
	2.5	Explain how to choose the right social media service to deliver an agreed plan	<ul style="list-style-type: none"> <li>□ Factors to consider, eg immediate impact or long-term influence, original content or reposted/shared, target audience, cutting edge or well established platform, serious or fun content, platforms used by competing companies, cost in staff time/money to run the service</li> </ul>
3 Know the potential risks and issues of using social networking for business	3.1	Identify the risks associated with using social networks for business	<ul style="list-style-type: none"> <li>□ Risks, eg malware, legal liability for posted content, time wasting, vulnerability to hackers, vulnerability to malicious posters/commenters, disclosure of confidential information</li> </ul>
	3.2	Identify problems that may arise when using social networks for business	<ul style="list-style-type: none"> <li>□ Problems arising from risks, eg PR disasters, legal action, loss of productivity, damage to reputation, loss of/damage to data, loss of sales</li> </ul>
	3.3	Explain the importance of social media crisis planning	<ul style="list-style-type: none"> <li>□ Characteristics of a crisis, eg unpredictable, fast moving, viral, cause damage to reputation, cause loss of profitability</li> <li>□ Preparation measures, eg risk assessments, crisis management plan, staff training, monitoring of indicators</li> <li>□ Consequences of a crisis, eg loss of customers, loss of reputation, ongoing blight of company/brand name, opportunism by politicians/rival companies</li> </ul>



## Information for tutors

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### Delivery

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 3.

Some assessment evidence may be produced during the practical use of social media, and centres should consider what supporting evidence can be collected.

Most learners will probably have some experience of using the more popular social media platforms and they may have their own accounts on one or more of them. However, this is not a prerequisite of the unit and such knowledge should not be assumed.

This unit can be taught in conjunction with *Unit 2, Social Networking for Business*.

Learning outcome 1 explores why businesses might want to use social media in terms of aims and objectives. This could be approached by asking learners to look at a range of social media sites to compare the reasons for using social media against content produced by companies to identify why those companies might be using social media.

Learning outcome 1 also considers how a business builds and interacts with a community. Learners may already be involved in online communities and this could be a starting point for discussions on key influencers and engaging content. Case studies and examples of online content would also be appropriate. There are numerous YouTube and other videos available which deal with using social media to market and promote products, services and ideas. Although the unit is business orientated, there are lessons to be learned from how other organisations such as charities and pressure groups use social media to get a message across.

The final part of learning outcome 1 deals with social media policy. Many companies publish their policies, so there are numerous examples available for learners to look at. This could be tied in with the risks and crisis management aspect of learning outcome 3.

Learning outcome 2 deals with social media networks. It should be noted that new networks are created and established ones fall out of fashion on a regular basis, while specialist networks may add new features and become mainstream. The examples given in the unit amplification may not all be appropriate and tutors should ensure that they use up-to-date and relevant examples. There is an opportunity here for learners to conduct some research into the features of a number of different social media platforms, with a view to using the information to identify which types of business might use which platform.

Tutors may find it useful to give learners named examples of businesses that fall into each business type category. For learning outcome 2, learners will also consider which social media service(s) might be used for a given plan. Case studies would be appropriate in the absence of a real company willing to discuss its planning process. There are numerous YouTube and other videos available that demonstrate the use and features of all the major social networks.

Learning outcome 3 deals with the risks and consequences of using social media. All three assessment criteria could be delivered by looking at real life case studies, which show how businesses managed, or mismanaged, a range of problems. The links in *Suggested resources* is a good starting point and includes several well-known businesses and organisations, but there are numerous other examples available.

Learners could identify the risk(s) that the businesses were exposed to and how the crisis was triggered. They could then look at the damage suffered and how the crisis was handled. From exploring a few case studies, learners should be able to give an overall picture of what can go wrong and why crisis management is important. This could be related back to the social media policy aspect of learning outcome 1.

### **Assessment**

The centre will devise and mark the assessment for this unit.

Learners must meet all the assessment criteria to pass the unit.

It is envisaged that this unit will be taught using various topic areas of interest to learners.

Assessment evidence will primarily be in the form of reports and presentations, although group discussions, observation and screen recordings may be appropriate for some aspects. It is advised that learners keep a log of evidence recorded against each assessment criterion.

### **Suggested resources**

#### **Websites**

[mashable.com/social-media/](http://mashable.com/social-media/)

News and articles on using social media

[www.melissaagnescrisismanagement.com/social-media-crisis-case-studies/](http://www.melissaagnescrisismanagement.com/social-media-crisis-case-studies/)

Good set of case studies demonstrating what to do and what not to do in a social media crisis

[www.youtube.com/](http://www.youtube.com/)

Videos demonstrating how to use a wide range of social media platforms and tools and how to use social media for promotional purposes

## **Unit 2: Social Networking for Business**

**Unit reference number: A/503/8846**

**QCF level: 2**

**Credit value: 5**

**Guided learning hours: 16**

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### **Unit aim**

This unit aims to enable learners to set up, use and maintain appropriate social media tools for a business.

Learners will develop the skills required to customise tools, create and optimise content and make the best use of tools and techniques to grow and analyse the online presence of a business.

### **Essential resources**

For this unit, learners need access to suitable social media platforms and monitoring tools.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**Please note the unit amplification is not indicative.**

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to set up and maintain social networks for the business	1.1 Define the social media proposition	<ul style="list-style-type: none"> <li>□ Components of a social media proposition, eg:               <ul style="list-style-type: none"> <li>• objectives, eg how the business will grow company communications, how the objectives contribute to marketing strategy</li> <li>• target audience, eg demographic data, data collection methods, how audience relates to overall marketing/overall target group</li> <li>• social media venues to be used, eg Twitter, Facebook, Google+, Pinterest, Tumblr</li> <li>• reasons for social media choices and relationships to traditional advertising venues, eg websites, mail shots, printed media</li> <li>• message types, eg news, promotional, sale related</li> <li>• social media team, eg who creates/updates content, monitors conversations, responds to comments</li> <li>• timescale for content creation, eg updating, monitoring, responding</li> <li>• measurement, eg how to measure growth of customer interaction, targets</li> <li>• strategy for adapting and adjusting, eg who decides, on what information, after what time period</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.2 Contribute to the development of a social media policy</p>	<ul style="list-style-type: none"> <li>□ Components of a social media policy, eg: <ul style="list-style-type: none"> <li>• Purpose, eg why the business is using social media, why a policy is needed</li> <li>• define social media, eg which platforms, content, messages, etc. are regarded <b>as being use of social media</b></li> <li>• people, eg who does the policy apply to, who is authorised to use social media, who will monitor that use</li> <li>• content, eg who is authorised to create content, what sort of content is required/forbidden/commercially sensitive etc</li> <li>• code of conduct, eg what is it, is it clear and unambiguous, who enforces it</li> <li>• risks, eg the anticipated problems that could arise, guidelines used to reduce the risks</li> <li>• protocols, eg how will negative comments/problems be handled</li> </ul> </li> </ul>
	<p>1.3 Suggest social media services for the business</p>	<ul style="list-style-type: none"> <li>□ Types of tool, eg social networks, blogs, microblogs, wikis, podcasts, forums, media sharing, RSS feeds, bookmarking, social news</li> <li>□ Types of audience, eg general public, niche, existing customers, internal</li> <li>□ Tailoring tool type to audience type</li> </ul>
	<p>1.4 Set up and brand social media profiles</p>	<ul style="list-style-type: none"> <li>□ Sign up procedure for different social media platforms, creation of admin account, secure storage of password(s) for admin account(s)</li> <li>□ Customisation with, eg company colour scheme, theme, images, logo, trademark, standard text, contact details</li> </ul>
	<p>1.5 Administrate social media profiles</p>	<ul style="list-style-type: none"> <li>□ Configuration of basic settings/profile for selected profiles, eg registering name, creating pages, permissions/privacy settings</li> <li>□ Keeping logs of, eg changes to the content, user access, changes to settings</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.6 Engage in relevant conversation with people and communities including responding to contacts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conversation types, eg advertise something, ask or answer questions, express agreement or dissent, call for action on or support of something, share or distribute media, respond to or comment on events/products, offer a greeting, express an opinion, ask for help</li> <li><input type="checkbox"/> Initiating a range of conversation types, respond to replies, spread the conversation to other people/social media</li> </ul>
2 Be able to create and maintain content to publish for the business	2.1 Contribute to the development of a content schedule for produced and shared content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Types of content, eg images, video, audio, text, links, polls, quizzes</li> <li><input type="checkbox"/> Identifying an audience, eg as listed in the amplification for 1.3</li> <li><input type="checkbox"/> Deciding on a publishing and update schedule</li> <li><input type="checkbox"/> Creating appropriate content within social media platforms</li> <li><input type="checkbox"/> Creating appropriate content independent of social media platforms using, eg web cams, video cameras, digital cameras, text editors</li> </ul>
	2.2 Identify themes and keywords around which content will be focused	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using search tools built in to social media platforms to find keywords, eg names, tags, interests</li> <li><input type="checkbox"/> Using search tools outside of social media platforms, eg search engines, websites set up to find tags or themed images</li> <li><input type="checkbox"/> Using information spread via social media contacts</li> </ul>
	2.3 Engage and support others to develop content for publishing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying content creators for specified types of content</li> <li><input type="checkbox"/> Identifying the resources needed for creating specified types of content</li> <li><input type="checkbox"/> Combining different types of content and providing feedback to content creators</li> </ul>
	2.4 Edit and optimise content ready for publishing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Online and off-line editing</li> <li><input type="checkbox"/> Use of editing tools for, eg images, video, audio, text</li> <li><input type="checkbox"/> Use of optimisation tools</li> </ul>
	2.5 Publish content to agreed platforms	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying appropriate social media platforms and content for an identified audience</li> <li><input type="checkbox"/> Publishing a suitable range of content to the identified platforms</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
	2.6	Monitor and promote published content via other social media channels		<ul style="list-style-type: none"> <li><input type="checkbox"/> Using social media tools to promote content by, eg writing blog or microblog posts about the content, bookmarking and linking to the content, commenting about the content</li> <li><input type="checkbox"/> Posting regular updates on the content over an extended time period to keep it up to date and visible</li> <li><input type="checkbox"/> Using feedback and monitoring tools to track the effectiveness of the promotion</li> </ul>
3	3.1	Be able to support the growth of social networks for the business	Contribute to the development of a following strategy which supports the growth of social networks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a strategy to include, eg: <ul style="list-style-type: none"> <li>• ensuring that account profiles are complete and up to date</li> <li>• ensuring profiles include company logos, URLs, clear description of what the business does, appropriate tags and keywords</li> <li>• a promotion scheme to spread the business name as widely as possible over social and traditional media</li> <li>• producing content that is not just product advertising</li> <li>• creating/placing sharing buttons/widgets to make sharing and following easier</li> <li>• finding and following people in the same or related business sectors</li> <li>• offering incentives such as exclusive content or sales promotions for followers</li> <li>• creating a social media team to handle interaction with followers</li> </ul> </li> </ul>
	3.2	Search social media channels for contact <b>opportunities</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Using search tools built in to social media platforms to find keywords, eg name, tags, bio information, interests</li> </ul>
	3.3	Create search queries, filters and alerts to monitor and observe <b>opportunities</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Using search tools built in to social media platforms</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Collate data for electronic marketing	<ul style="list-style-type: none"> <li>□ Using software packages to sort data by, eg date, value, name, postcode, age, interest</li> </ul>
	3.5 Create subscription tools to capture inbound data including auto response and welcome messages	<ul style="list-style-type: none"> <li>□ Using apps and plugins for major social media channels, eg Oracle Involver, Iwipa, FanBuilder</li> </ul>
4 Be able to review the success of social networks for the business	4.1 Contribute to the development of agreed key performance indicators to benchmark social networking activity	<ul style="list-style-type: none"> <li>□ Common indicators, eg visits, repeat visits, clickouts, community size, inbound links, number of comments, sales numbers, satisfaction ratings, length of visit/conversation</li> <li>□ Using common indicators to produce useful benchmarks, eg number of comments per visitor, inbound links growth against time, length of visit against sales</li> </ul>
	4.2 Set up reporting tools to capture data including web analytics	<ul style="list-style-type: none"> <li>□ Using, eg Google analytics, Facebook Insights, Hootsuite, Klout, TweetReach, Peerindex, Social Mention</li> </ul>
	4.3 Report through appropriate channels <b>social media activity</b>	<ul style="list-style-type: none"> <li>□ Preparation and sending of reports via electronic or printed media, using prepared forms/templates</li> </ul>
	4.4 Present data to include in reports to key stakeholders	<ul style="list-style-type: none"> <li>□ Presentation of data in standard formats, eg charts, tables, infographics</li> </ul>



## Information for tutors

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### Delivery

A practical approach to delivery is essential for this unit to enable learners to develop their technical knowledge and skills. It is strongly suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 4.

Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting evidence can be collected.

Most learners will probably have some experience of using the more popular social media platforms and they may have their own accounts on one or more of them. However, this is not a prerequisite of the unit and such knowledge should not be assumed. This unit can be taught in conjunction with *Unit 1, Principles of Social Networking for Business*.

Learning outcome 1 is theory based but can still be approached in a practical way. Learners should be exposed to a wide range of social media types and platforms suitable for business use so that they will be able to make an appropriate selection for learning outcomes 2, 3 and 4.

The use and features of different types of tool can be demonstrated, either live or via screen recordings. There are numerous YouTube and other videos available, which demonstrate the use of the common social media platforms and their application in business settings.

Learners can relate the use of social media to their own experiences, although care should be taken not to let learners compromise their own privacy and security by revealing details of their own accounts. Centre/dummy accounts could be set up for learners to work with at this stage.

Group discussions and/or role play might be appropriate for exploring how to define a social media proposition and develop a social media policy. Tutors should set a suitable business scenario, which can then be used throughout the rest of the unit.

Learning outcome 2 requires learners to set up and use social media accounts. It is probably best if they do not use accounts already have. They should be guided in how to set up an account safely and how to secure the account and any confidential/sensitive information. Learners should set up accounts for a few social media platforms so that they can use them for creating and promoting content in learning outcomes 3 and 4.

The creation of content could be a group task, with each learner supplying one form of content. Each learner could then commission content from others, edit, combine and publish it and provide feedback to the content creator.

Promoting and monitoring could also be a group activity, with each learner acting as part of the target audience for other learners. This would enable a rapid build up of links, visits, comments etc. which could be used for learning outcomes 3 and 4.

Tutors may find it helpful if they are added as extra administrators to each learner account as this would enable them to gather assessment evidence without a learner having to be present to allow access. This can be through the settings page of an account.

Learning outcome 3 involves learners supporting the growing a social network for a business and collecting data on that growth. As in learning outcome 2, learners could work together in group discussions to develop strategies and by acting as a target audience for each other.

The search and data collection activities will probably need to be conducted individually, but learners could subscribe to each other's sites to provide some of that data.

Learners should also work individually on creating subscription tools. There are several free apps and plugins available and learners could research which ones are suitable for the social media platforms and audiences they are working with.

For learning outcome 4, group discussions might be suitable for deciding on key performance indicators for each learner's social network. Data capture, analysis and reporting would then be carried out as individual tasks.

It may be that some learners have not grown their social networks very well and they may have difficulty in acquiring sufficient data to carry out a meaningful analysis. If this is the case then tutor-generated data could be used for the preparation of reports.

## **Assessment**

The centre will devise and mark the assessment for this unit.

Learners must meet all the assessment criteria to pass the unit.

Where possible, a holistic approach to delivery is recommended throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit will be delivered using various topic areas of interest to learners.

Assessment evidence for the practical use of social media will primarily be in the form of observations or screen recordings, although class discussions, peer assessment and other written work may be effective. It is advised that learners keep a log of evidence recorded against each assessment criterion.

## **Suggested resources**

### **Websites**

[mashable.com/social-media/](http://mashable.com/social-media/)

[www.youtube.com/](http://www.youtube.com/)

News and articles on using social media

Videos demonstrating how to use a wide range of social media platforms and tools and how to use social media for promotional purpose

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Work-based learning: **[www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)**
- Books, software and online resources for UK schools and colleges: **[www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/Pages/home.aspx](http://www.edexcel.com/resources/Pages/home.aspx)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [www.edexcel.com/resources](http://www.edexcel.com/resources)

## 14 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

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- planning for the delivery of a new programme
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- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
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- Ask Edexcel: submit your question online to our Ask Edexcel online service [www.edexcel.com/ask](http://www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.

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