Module Descriptor

Title	Social Media for Business		
Session	2025/26	**Status**	Published
Code	COMP08086	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Costas Iliopoulos		

Summary of Module

This module is concerned with the study of the concepts, technologies and tools relating to social media within the context of different problem scenarios and organisational case studies. The module is concerned with developing in students essential knowledge and skills necessary in analysing and differentiating between a range of social media tools, platforms and applications in developing appropriate successful goals and strategies in supporting business objectives. The module explores topics such as how to develop, budget for and implement social media strategy, including the adoption of social networking tools within the context of different business processes. Examples of successful and failed business case studies will be provided in order to provide a better insight and understanding of social media tools and technologies. The module will also explore the legal, ethical and social implications relating to social media for business, as well as issues relating to engagement, personalisation, customisation and trends within the social media landscape.

Students will be able to analyse and differentiate between different social media tools, platforms and applications, as well as consider appropriate deployment strategies in order to most effectively improve business processes and performance. Students will be able to identify opportunities for using social media in order to innovate organisational processes, products and services.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☒	☒	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of the main social media channels and how businesses and consumers use them for their own purposes.
L2	Review emerging approaches, models and channels for developing social media opportunities and demonstrate an understanding of approaches organisations can use in order to improve business performance.
L3	Demonstrate the knowledge and skills necessary to design, develop, implement and evaluate an effective social media strategy and campaign that makes use of relevant social media channels.
L4	N/A
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** A knowledge of the concepts, approaches, technologies and channels relating to social media within a business related context. Awareness of the business and organisational related issues, functions and processes with which social media initiatives must integrate.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply relevant social media approaches, technologies and platforms to appropriate business related settings in order to design, develop, implement and evaluate a suitable social media strategy, making appropriate practical use of social media channels.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis and evaluation of existing knowledge and practices within the area of social media for business, with a view to identifying and exploring ways in which key issues might be addressed further.
Communication, ICT and Numeracy Skills	**SCQF 8** Identifying and discussing relevant ICT platforms to design, develop, implement and evaluate social media strategies and campaigns.

	Use a range of relevant new and emerging technologies to enhance social media opportunities for business. Use a range of print and electronic communication methods to communicate with academic and professional audiences.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy, initiative and managerial responsibility when working alone or as part of a team in producing quality work through the use of self-directed social media for business related learning resources. Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. Manage, under guidance, ethical and professional issues in accordance with current professional bodies (e.g. BCS), ethical codes and practices relevant to the area of social media for business.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is underpinned by flexible delivery which is aimed at appealing to a diverse student profile within local, national and international markets. In addition to conventional teaching methods, the module provides the opportunity for self-paced study, study on and off campus through a range of e-learning and blended learning mechanisms which can be adapted to suit specific market needs whether at a local, national or international level. This module has been developed to be fully available through Moodle. In addition, the module can be delivered in a blended learning format (using e-learning materials in conjunction with face-to-face tutorial support), and in a conventional face-to-face lecture and tutorial delivery format (depending on specific market needs) supported by the significant module learning resources available on Moodle.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24

Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	8
Personal Development Plan	2
Asynchronous Class Activity	24
Independent Study	130
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ryan, D. (2015) Understanding Social Media: How to Create a Plan for your Business that Works. London: Kogan Page

Kelly, D. (2016) Social Media: Strategies to Mastering Your Brand- Facebook, Instagram, Twitter and Snapchat. CreateSpace Independent Publishing Platform.

Williams, J. (2016) Social Media: Marketing Strategies for Rapid Growth Using: Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube. CreateSpace Independent Publishing Platform.

Fuchs, C. (2017) Social Media: A Critical Introduction. London: Sage.

Cameron-Kitchen, T. and Ivanescu, Y. (2015) Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn and More. CreateSpace Independent Publishing Platform.

Kawasaki, G and Fitzpatrick, P. (2014) The Art of Social Media: Power Tips for Power Users. Portfolio Penguin.

Schaefer, M.W. (2014) Social Media Explained: Untangling the World's Most Misunderstood Business Trend. Publisher: Mark W. Schaefer

McCarthy, A. (2013) 500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business. CreateSpace Independent Publishing Platform

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Business and Applied Computing
Moderator	TBC
External Examiner	V Sharma
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assignment (80%)
Assessment 2
Presentation (10%) and Critical Self Reflection (10%)
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☐	☐	80	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log/ Presentation	☐	☒	☒	☐	☐	20	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Attendance and Engagement and Equality and Diversity statements updated.	20/01/25	L Smith