Title of Module: Social Media for Business			
Code: COMP08086	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Engineering and Computing		
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

Face-To-Face	Blended	Fully Online	
✓	✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓				✓	

Learning Outcomes: (maximum of 5 statements)

At the end of this module the student will be able to:

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.

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 Level 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 Level 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 Level 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 Level 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 Level 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 nedia for business.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
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:	**Categories**	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	Scheduled	24
Tutorial/Synchronous Support Activity	Scheduled	12

Laboratory/Practical Demonstration/Workshop	Scheduled	8
Personal Development Plan	Scheduled	2
Asynchronous Class Activity	Independent	24
Independent Study	Independent	130
		200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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 Requirements
It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulation 5.3.6.

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
not known				not known	
Trimester(s) for Module Delivery					
(Provided viable student numbers permit).					
Trimester 1	✓	Trimester 2		Trimester 3	

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Subject Development Group (SDG)	Business Technology
Assessment Results (Pass/Fail)	No
Subject Panel	Business Computing
Moderator	Tom Caira
External Examiner	Alison Munn
Accreditation Details	
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids at end of document)
Written Assignment (80%)

Presentation (10%) and Critical Self Reflection (10%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1

Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Assignment	Portfolio of written work	✓	✓	✓	80	0

Assessment Category 2

Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Assignment	Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log			✓	10	0
Practical	Presentation		✓	✓	10	0
Combined Total For All Assignment Categories					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.

2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The module teaching team work very closely with the School of Engineering and Computing's Disability Support Coordinator, as well as Students Services, the Disability Support Team, Effective Learning Team, the Quality Enhancement Support Team, and the Department of People & Organisational Development to ensure a commitment to all students (and staff) associated with the programme, regardless of age, disability, gender, race, religion or belief or sexual orientation.

The module teaching team make very close reference to the University's Equality and Diversity policy.

Because this module is delivered by open, distance and electronic mode of learning, very close reference is also made to accessibility related issues through: The University of the West of Scotland's Disability Support Team.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)