# Project Assessment

# Teacher & Assessor Marking Guide

## Criteria

### Unit code, name and release number

SITXEBS001 - Use social media in a business (1)

### Qualification/Course code, name and release number

SIT40516 Certificate IV in Commercial Cookery (1)

Version: *20200211*

Date created: *1 August 2019*

Date modified: *11/02/2020*

For queries, please contact:

TAFE NSW – Tourism and Experience Services SkillsPoint

Coffs Harbour Education Campus

© 2020 TAFE NSW, Sydney  
RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found in the: [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

The contents in this document is copyright © TAFE NSW 2020, and should not be reproduced without the permission of the TAFE NSW. Information contained in this document is correct at time of printing: 11 February 2020. For current information please refer to our website or your teacher as appropriate.

## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a project based assessment to assess the student’s competence in the unit.  This assessment is in twelve (12) parts, and includes an assessment checklist and feedback form:   1. Prepare to use social media 2. Define business brand and target audience 3. Research suitable content for use 4. Curate content using a social media calendar 5. Establish a social media presence 6. Schedule and post content on social media platform 7. Interact and engage with audience 8. Monitor campaign success 9. Report campaign results to manager 10. Managing social media 11. Assessment Checklist 12. Assessment feedback (Student version only)   Model answers, sample responses or a criteria for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct. However, if a student provides information other than indicated below, the assessor may ask the student to clarify or resubmit their response if it does not reflect the evidence required by the unit of competency (refer to mapping if needed to confirm sufficiency of response).  The assessment feedback page must be signed by both the student and the assessor so the student displays that they have received, understood and accepted the feedback.  Complete the assessment feedback to the student and ensure you have taken a copy of the assessment prior to it being returned to the student. |
| **About this marking guide** | All tasks and activities must have the correct response to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each answer/response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the assessment question and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the answer sufficient in terms of length and depth?   + Currency – has the work been done so recently as to be current?   + Authenticity – is this work the student’s own authentic work? * Principles of Assessment:   + Fairness – individual student’s needs are considered in the assessment process   + Flexibility – assessment is flexible to the individual student   + Validity – any assessment decision is justified, based on the evidence of performance of the student   + Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment * Dimensions of Competency   + Task skills   + Task Management Skills   + Contingency Planning Skills   + Job Role Environment Skills |
| **Student must provide** | Pen, note pad and computer logins. |
| **Assessor must provide** | Project Assessment: SITXEBS001\_AE\_Pro\_1of2  Supporting Resources:  SITXEBS001\_AE\_Pro\_1of2\_SR1 - *Fictitious Business Guidelines*  SITXEBS001\_AE\_Pro\_1of2\_SR2 - *Facebook Community Standards*  SITXEBS001\_AE\_Pro\_1of2\_SR3 - *Social Media Content Calendar*  SITXEBS001\_AE\_Pro\_1of2\_SR4 - *Facebook Pages Policy*  Access to relevant TAFE Simulated Organisation policies and procedures, specifically   * Social Media Policy   Access to computers and the internet. |
| **Due date and time allowed** | Students will be given four (4) weeks to monitor their Facebook page following the creation of their page. You advise the due date of this assessment. |

## Specific task instructions

The instructions and the criteria in the tasks and activities below aligned with the assessment checklist will be used by the assessor to determine whether the tasks and activities have been satisfactorily completed. Use these instructions as a guide to ensure the student demonstrates the required knowledge.

### Part 1: Prepare to use social media

To complete this part of the assessment, the student will be required to

* Demonstrate an understanding of the social media policies you must adhere to when creating a Facebook Business Page.

The student will need to access the three documents outlined below and answer the questions in the spaces provided.

* *Social Media Policy from your relevant Simulated Organisation*
* *SITXEBS001\_AE\_Pro\_1of2\_SR2 - Facebook Community Standards*
* *SITXEBS001\_AE\_Pro\_1of2\_SR4 - Facebook Pages Policy*
  1. Demonstrate your understanding of the Facebook social media policies and requirements you must adhere to when creating a Facebook Business Page. Summarise the sections of the *SITXEBS001\_AE\_Pro\_1of2\_SR4 - Facebook Pages Policy* and *SITXEBS001\_AE\_Pro\_1of2\_SR2 - Facebook Community Standards* in the table.

|  |  |
| --- | --- |
| Facebook Pages Policy | Summarise each section |
| **Misleading or false pages** | Pages, groups and events must not be misleading, fraudulent or deceptive.eg. Scams, a group that makes a false promise of money if you join. |
| **Administration of a promotion** | Promotions may be administered on Pages, groups, events or within apps on Facebook. Personal timelines and friend connections must not be used to administer promotions (e.g. "share on your timeline to enter" or "share on your friend's timeline to get additional entries" and "tag your friends in this post to enter" are not permitted). |
| **Page names** | Page names must not include profanity, excessively incorrect grammar or punctuation, and must not consist solely of generic terms or locations. |
| **Driving traffic to third-party apps and sites** | You must not accept anything of value to drive traffic to an app or site that engages in traffic arbitrage, or one that contains a disproportionate volume of ads relative to content, or content that is highly sexual, shocking, clickbait or promotes scams. |
| **Spam** | Facebook doesn’t allow people to use misleading or inaccurate information to collect likes, followers or shares. |
| **Misrepresentation** | Must use own given name to identify yourself as part of Facebooks Authenticity policy. This is to create trust and accountability and build a community. |
| **False News** | Facebook does not delete false news, but instead significantly reduce its distribution. Freedom of speech. |

* 1. Demonstrate your understanding of the business’ social media policy you must adhere to by summarising the sections of the *Social Media Policy* defined in the table below.

|  |  |
| --- | --- |
| Organisational Social Media Guidelines | Summarise each section |
| **Copyright** | Before posting someone else's work, please check with the owner first. |
| **Identifying yourself** | With your name and, when relevant, your role within the Organisation. You can use a disclaimer like "The postings on this site are my own and do not necessarily represent the position, strategy or opinions of the organisation". |
| **Respect your audience** | Don't use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the organisations workplace. |

* 1. Four (4) key Facebook metrics have been outlined by the marketing manager for tracking the success of the social media campaign. Detail how you plan to use Facebooks tools and post types to successfully increase each metric in meeting these requirements.

|  |  |
| --- | --- |
| Key Metrics | Tools and post types |
| **Page Followers** | Ask friends, family and students to follow the page to gather traction. Post a variety of mediums to reach both target markets identified. E.g. Educational posts, entertaining posts, inspiration, posts to get followers to tag their friends for new followers. |
| **Post Engagements** | Post polls, competitions and ask for feedback on Facebook to encourage audience to engage. Continue the engagement by responding to comments. |
| **Responsiveness** | Optimise chat box to encourage audience to ask questions. Write back within a 24-hour timeframe, and if possible, instantly. Watch for notifications on mobile phone and computer to be as responsive as possible and efficient with time. |
| **Tone and Social Listening** | This is something that must be monitored and evaluated with every user-generated content piece and interaction to make sure the brand is aligned and is attracting the right audience and to make adjustments to meet customer expectations, wants and needs. This is a soft skill not a hard metric that can be measured. |

* 1. Confirm the resources you have available to execute the social media plan by selecting all that apply. Identify how you will utilise these resources to comply with organisational guidelines and Facebook Business Page conditions.

|  |  |  |
| --- | --- | --- |
| Resource Type | Select the resource(s) you will use | How you will use this resource in compliance |
| Digital Device used to access Facebook Business Page, post and interact | Smart phone  Laptop  **Computer (recommended)**  IPad/ tablet | Maintain all compliance for posting and engaging on the Facebook Business Page. Eg.be authentic and don’t post spam or misleading content. |
| Social Media Calendar | 3rd party application (such as Hootsuite)  **Supplied excel spreadsheet (recommended)**  Google calendar | Follow the excel spreadsheet template and input all details ready for posting. |
| Measure and track key Facebook metrics | Facebook analytics  **Page Insights (recommended)**  Exported Excel spreadsheet | Page Insights:   * Screenshot posts * Key metrics for click through rates * Views   Be honest about metrics and results, use these to track and improve future posts and interactions. |

* 1. In completing Part 1, you are required to sign that you understand, agree and will adhere to all policies and procedures including both Facebook policies, terms and conditions and the organisational policies.

**In signing this document, you acknowledge that you both understand and agree to follow the organisational social media guidelines and Facebook community standards and pages policy.**

### Student Signature

Student must have signed here in the space provided.

### Part 2: Define business brand and target audience

To complete this part of the assessment, the student will be required to

Use your workplace or create a fictitious business using *SITXEBS001\_AE\_Pro\_1of2\_SR1 - Fictitious Business Guidelines*

**Note:** If you are creating a fictitious business you **MUST** promote the business as an information service onlyto ensure you are not providing misleading informationin accordance with Facebook policies and the Competition and Consumer Act.

* Identify your business name, brand, culture and products and services
* Identify two (2) key target markets you will engage with

2.1 Defining the business brand and target audience the student will need to answer the questions in the spaces provided.

| Question | Sample responses |
| --- | --- |
| **Business Name**  **Tagline** | **Business Name:** Break Loose Travel – Fictitious Business  **Tagline:** Your adventure travel specialists |
| **Product or Service** | **Product or Service:** Sell adventure travel products and services globally through online website bookings, over the phone and face to face in their Break Loose Travel store. |
| **Target Market #1** | **Target Market #1:** Price sensitive and adventurous customers who prefer to book and compare travel deals online to know they are getting the best product at the best price. |
| **Target Market #2** | **Target Market #2:** Affluent customers who have more money than time and are looking to experience one of a kind adventures and are happy to pay a premium for truly unique adventures across the globe. |
| **Brand** | Fun and adventurous for travellers who are looking for something different. |

### Part 3: Research suitable content for use

To complete this part of the assessment, the student will be required to

* Review and understand the Facebook posting strategy outlined in the *Social Media Policy from your relevant Simulated Organisation*
* Source campaigns, promotions and community events that align with the social media plan
* Conduct online research, reviewing similar businesses for appropriate content ideas.

**⇒ REVIEW:** *Simulated Organisation Social Media Policy*

**⇒ RESEARCH: Content development ideas from similar businesses**

3.1 As evidence of research for suitable content for use the student will need to provide screenshots in the spaces provided.

Student answers will vary and must be in keeping with the post type defined.

| Post | Type | Example |
| --- | --- | --- |
| **Post 1** | **Attract**  **Theme:**  Educational Post | *An internal video that educates users about traveling to Manchester presented by Flight Centre consultants themselves.* |
| **Post 2** | **Engage**  **Theme:**  Provide Value | *This G Adventures post is an external link to a blog that demonstrates to followers of the pros and cons of taking a tour in India* |
| **Post 3** | **Delight**  **Theme:**  Motivate or Inspire | *In this post you can see Flight Centre has advertised a Jetstar sale and included a link to take users to the promotion.* |
| **Post 4** | **Nurture Community**  Theme:  Entertain | *Here STA Travel has used humour to make followers laugh and think about their next overseas holiday.* |
| **Post 5** | **Delight**  Theme:  Holiday or community event | *Itravel has posted an image that is both Father’s Day relevant and travel related, a great way to incorporate special holidays.* |

### Part 4: Curate content using social media calendar

To complete this part of the assessment, the student will be required to

* Review and follow the monthly Facebook posting strategy outlined in the social media plan
* Access and use the social media content calendar
* Curate content and import all files into the social media content calendar

In ensuring you are preparing and developing your curated content following the social media plan a checklist covering each required element of the social media content calendar has been provided.

**⇒ REVIEW:** *Simulated Organisation Social Media Policy*

**⇒ ACCESS:** *SITXEBS001\_AE\_Pro\_1of2\_SR3 - Social Media Content Calendar*

| You are required to: | Complete |
| --- | --- |
| * 1. Complete the social media content calendar Excel spreadsheet   + By filling in all sections as indicated in the Excel spreadsheet to pre-plan a variety of content   + To ensure you manage time spent online for maximum efficiency |  |
| * 1. Follow the organisation’s social media plan content calendar guidelines when pre-planning the variety of content |  |
| * 1. Develop or source at least six (6) content items in line with your brand and identified target audience |  |
| * 1. Use campaigns, promotions and community events in following the social media plan |  |
| * 1. Import various file types or associated links to the social media content calendar including:   + Images   + Video file with audio   + PDF file   + External links to associated files |  |
| * 1. Develop content using internal sources such as:   + Facebook live post   + Image you have taken   + Text in a post you have written   + A blog post you have written |  |
| * 1. Source and use content from external sources such as:   + Professional images such as those from Unsplash   + links to blog articles and relevant websites   + YouTube videos |  |
| * 1. Create posts which attract and promote user generated content such as:   + Promotional post or community event   + Facebook poll |  |
| * 1. Use correct spelling and grammar in social media posts and interactions |  |
| * 1. Communicate effectively to each of your target audiences, for example:   + Writing a post that is directed at engaging one of your target audiences in particular   + Specifying exactly who the post is aimed at in the text to engage a particular target market |  |
| * 1. Communicated with honesty and transparency in the promotional post or community event including:   + Specifying the terms and conditions of the promotion if any   + Following through with any statements or promises you have made in the promotional post |  |
| * 1. Submit the completed social media content calendar Excel spreadsheet to your assessor. |  |

**Part 5: Establish a social media presence**

To complete this part of the assessment, the student will be required to

* Establish a social media presence using the business defined in part 2 by either identifying or creating a **Facebook Business Page** that aligns with the business and target audience

**Note:** If you are creating a Facebook Business Page for a fictitious business you **MUST** follow this naming convention: **<Chosen business name – Fictitious Business>,** to ensure you are not providing misleading informationin accordance with Facebook policies and the Competition and Consumer Act.

* Manage the same **Facebook Business Page** demonstrating administration rights to the page at a minimum
* Continue to manage and use the **Facebook Business Page** to post pre-planned content and engage with customers

In demonstrating you have established a social media presence and are now managing a Facebook Business Page you will need to review and follow the information and provide evidence in the spaces below.

**⇒ REVIEW: Project Part 2 Define business brand and target audience**

**⇒ ACCESS & FOLLOW: Facebook Business Page - how to guide** (accessible via Facebook - business pages/set-up)

As evidence of your Facebook Business Page you are required to

* 1. Provide the link to the Facebook Business Page you will manage. You may use your workplace Facebook Business Page and gain administrations rights or alternatively create a new Facebook Business Page.

Students need to provide link to demonstrate their business page is set up.

Eg. <https://www.facebook.com/frankiestours>

* 1. Provide a screenshot of your Facebook Business Page clearly showing your business name, profile and cover photo.

Screenshot

Students need to provide a screenshot to demonstrate their business page is set up. Must demonstrate that the page the student is managing meets the defined business as indicated in part 2.

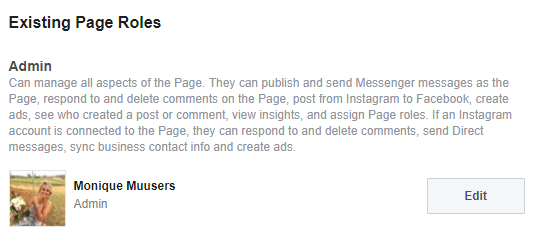
Eg. 

* 1. Provide a screenshot of you in a page administration role for the Facebook Business Page

**Screenshot**

Must demonstrate that the student has administration rights to the page, for the purposes of posting content and interacting with audience.

Eg.



**Part 6: Schedule and post content on social media platform**

To complete this part of the assessment, the student will be required to

* Schedule posts on the Facebook Business Page by importing pre-planned content from the social media calendar
* Follow the monthly Facebook posting strategy timeline outlined in the social media plan
* Post at least six (6) pre-planned content pieces over four (4) weeks.

In demonstrating you have scheduled content on the Facebook Business Page you will need follow the information below and provide evidence in the spaces provided. A checklist is provided to ensure you cover all aspects.

**⇒ ACCESS & UPLOAD CONTENT:** SITXEBS001\_AE\_Pro\_1of2\_SR3 *- Social Media Content Calendar*

**⇒ ACCESS & FOLLOW:**  **Facebook - scheduling posts how to guide** (accessible via Facebook - business pages)

|  |  |
| --- | --- |
| You are required to: | Complete |
| * 1. Market and promote the business using the Facebook Business Page you have identified in Part 5 over (4) four weeks. |  |
| * 1. Import and post content according to the Social media content calendar you have completed in Part 4 |  |
| * 1. Use the Facebook scheduling tool to schedule pre-planned posts and manage time online for maximum efficiency |  |
| * 1. Align your post schedule with the content calendar timeline and social media plan |  |
| * 1. Schedule at least six (6) pre-planned posts that span a (4) four week period. |  |
| * 1. Upload various types of content and files including at least one of each:   + Video with audio   + Image   + Text   + Associated website links |  |

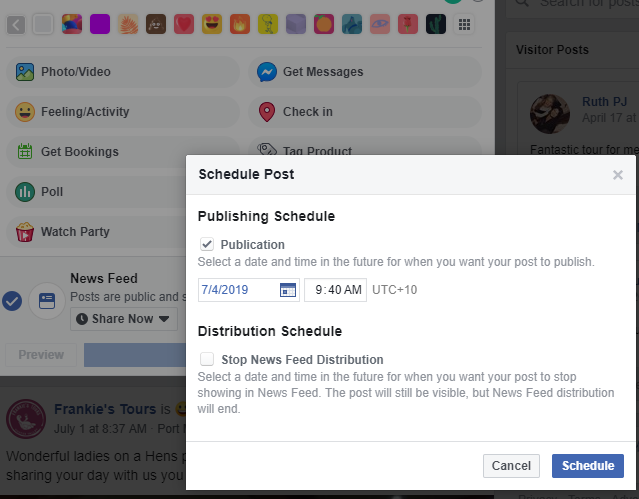
As evidence of your scheduled posts you are required to

* 1. Provide a screenshot of at least one (1) scheduled post

**Screenshot**

The screenshot must show that the student has created and scheduled the post

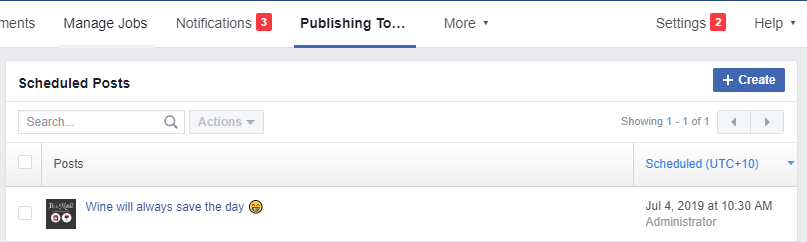
Eg.



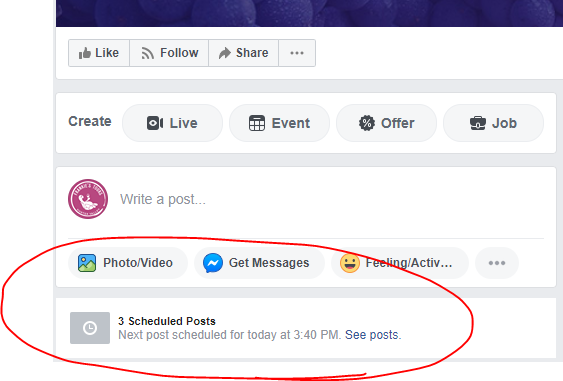
* 1. Provide a screenshot demonstrating you have scheduled at least six (6) posts

The screenshot must show that the student has created and scheduled 6 posts, this can be shown in 2 ways as demonstrated below:

Eg 1:



Eg 2:



### Part 7: Interact and engage with audience

To complete this part of the assessment, the student will be required to

* Follow the *Simulated Organisation Social Media Policy* - audience interaction guidelines and interact in a variety of ways
* Build the Facebook Business Page community by inviting students, friends and family to follow, like and interact with their page and posts over a four (4) week period.
* Engage and respond to different customers within the Facebook Business Page.

In demonstrating you are interacting and engaging with your audience you will need to access your Facebook Business Page, review the social media plan and provide evidence of your interactions in the spaces provided below. A checklist is provided to ensure you cover all aspects.

**⇒ ACCESS: Facebook Business Page platform**

**⇒ REVIEW:** *Simulated Organisation Social Media Policy*

|  |  |
| --- | --- |
| You are required to: | Complete |
| * 1. Engage classmates, friends or family to follow, interact and engage with your business page |  |
| * 1. Use Facebook tools on at least five (5) occasions to interact with different customers |  |
| * 1. Ask questions and determine customer needs such as:   + Creating a Facebook poll |  |
| * 1. Track and monitor customer engagement to ensure timely responses to customer interactions |  |
| * 1. Respond to customer reviews and other user-generated content |  |
| * 1. Respond to questions and complaints professionally following social media plan guidelines |  |
| * 1. Refer customers to relevant information as required and within a reasonable timeframe according to the organisation’s social media policy such as: * Providing an external link for further information |  |
| * 1. Communicate effectively to diverse audiences with honesty and transparency |  |
| * 1. Use correct spelling and grammar in all posts and interactions |  |

As evidence of your interactions you are required to provide

* 1. **A screenshot of the Facebook poll with customer interactions**

Answers will vary depending on the students approach. There must be evidence that the guidelines in the organisational social media plan have been followed.

* 1. **A screenshot showing interaction with a customer through Facebook messenger, asking questions to determine their needs**

Answers will vary depending on the students approach. There must be evidence that the guidelines in the organisational social media plan have been followed.

* 1. **A screenshot showing interaction with a customer through Facebook messenger, referring them to relevant information**

Answers will vary depending on the students approach. There must be evidence that the guidelines in the organisational social media plan have been followed.

* 1. **A screenshot of a Facebook review with your reply**

Answers will vary depending on the students approach. There must be evidence that the guidelines in the organisational social media plan have been followed.

* 1. **A screenshot of a Facebook post comment with your reply**

Answers will vary depending on the students approach. There must be evidence that the guidelines in the organisational social media plan have been followed.

### Part 8: Monitor campaign success

To complete this part of the assessment, the student will be required to

* Access your Facebook Business Page insights
* Measure each of the four (4) key metrics to determine the success of your social media campaign
* Demonstrate how to export Facebook analytical data into an Excel spreadsheet

**⇒ ACCESS: Facebook Insights How To** (accessible via Facebook - business pages)

**⇒ ACCESS: Facebook Business Page Insights**

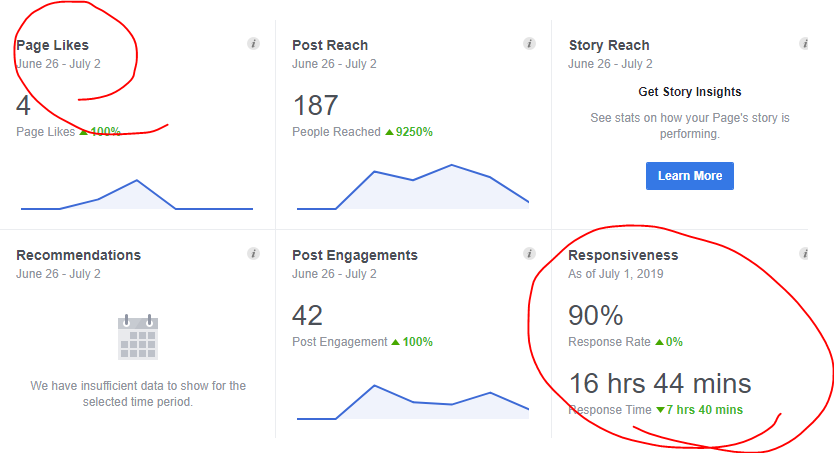
As evidence you will need to access Facebook Business Insights and provide screenshot in the spaces provided.

8.1 A screenshot of your **‘Page Summary’** which must demonstrate at a minimum:

* + - Five (5) page likes within the four (4) week period
    - Responded within a reasonable timeframe, as outlined in the organisation’s social media policy.

The screenshot must demonstrate 5 + page likes within the 1 month period they have been managing the page & an average responsiveness of less than 24 hours for posts and questions.

Eg.



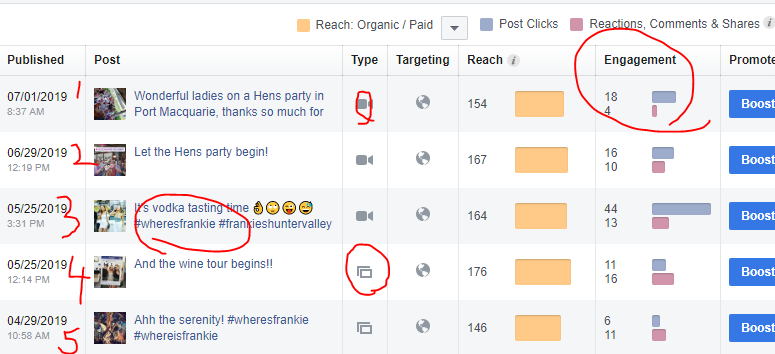
8.2 A screenshot of your six (6) **‘Published Posts’** which must demonstrate as a minimum:

* + - Video including audio
    - Photo or image
    - Text
    - Show engagement for each post
    - Published dates that align with social media content calendar.

**Screenshot**

The screenshot must demonstrate 5 + posts within the four (4) week period they have been managing the page & all elements as listed.

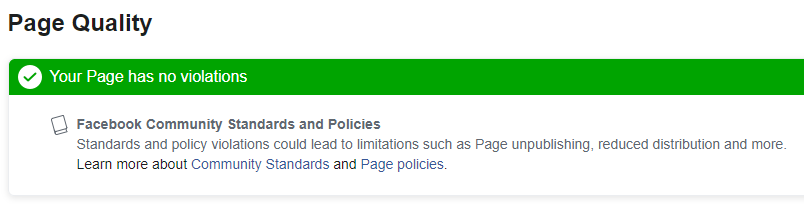
Eg.



* 1. A screenshot of your **‘Page Quality tab’**
     + Screenshot your page quality score it must signify that there are no violations by the Facebook community standards and policies.

**Screenshot**

The screenshot must indicate the page has no violations and will be green with a tick.

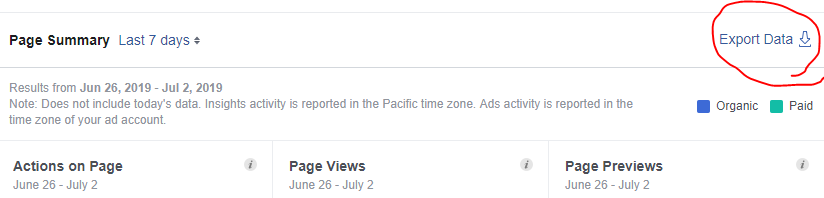
Eg. 

* 1. You are to export your Page Insights data as an Excel spreadsheet. Provide a screenshot of the location on Facebook Insights that allows you to export your data.

**Screenshot**

The student must indicate the location within Facebook Insights that you can export analytical data.

Eg.



### Part 9: Report campaign results to manager

To complete this part of the assessment, the student will be required to

* Evaluate the key metrics gathered from your Facebook Business Page Insights
* Prepare a report detailing the results of your social media campaign
* Report key metrics and recommendations to your manager

9.1 Complete the social media report template below based off actual data from your Facebook Business Page Insights.

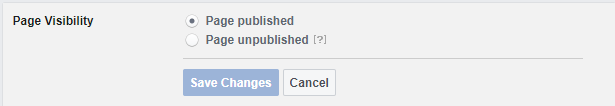
Social Media Report

**Facebook Business Page Link: student should provide Facebook page link.**

|  |  |
| --- | --- |
| Social Media Metrics and Reporting | Month: July |
| **Key metrics:** | **Page followers:** student lead, figures should be cross checked with students Facebook business page. |
| **Highest post engagement:** Must be aligned with Insights screenshots in Part 8 |
| **Responsiveness:** Must be aligned with Insights screenshots in Part 8 |
| **Tone/ social Listening:** Students answers will vary this is qualitative and is a reflective piece for the student. |
| **Most successful post:** | Student lead, figures should be cross checked with students Facebook business page, and student should explain why they believe it is the most successful post. |
| **Opportunities to improve the customer experience:** | Student lead, examples could be to post more frequently, to post at particular times of day, to maintain more regular engagement, to promote more user-generated content. |
| **Key benefit:** | Showcase business brand personality, reach out to potential and current customers and have two way conversations. Understand customer wants and needs. |
| **Any potential incidents or points of conflict that have arisen?** | Student should notify if it’s a yes or no, if yes then identify the potential harm/ issue at hand. |
| **How you have used Facebook tools for time efficiency:** | Used the Facebook scheduling tool to plan and schedule posts in advance. |

* 1. If you have used a simulated business, you are now required to close down your Facebook Business Page to avoid a false or misleading online presence. In order to do this, you need to go to **page settings > page visibility > edit > and select page unpublished > save changes**. Provide a screenshot below for evidence.

**Note:** If you have used your workplace Facebook Business Page you **do not** need to complete this step.



### Part 10: Managing social media

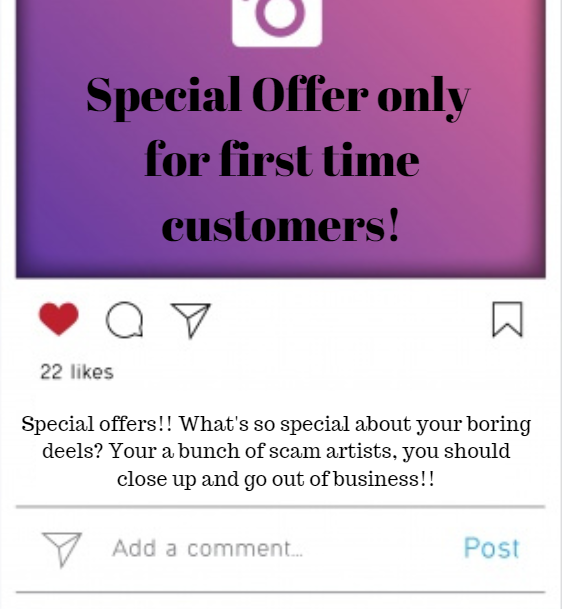
Due to your Facebook business skills your manager has now asked you to continue to develop a social media presence on Instagram. This is a natural extension of Facebook and you decide to share the same posts across the two (2) platforms.

As part of your social media monitoring between platforms you have noticed some negative customer engagements on Instagram.

To complete this part of the assessment, the student will be required to:

* Follow the *Simulated Organisation Social Media Policy* crisis management processes, policies and standard approved responses
* Action each of the four (4) negative customer posts
* Manage posts in a way that maintains the businesses reputation
* Detail the action you would take for each this may include:
  + Stating whether or not you would reply to the post and your reasoning
  + The alternate action you would take if you do not reply
  + Providing an appropriate reply to the customers post

10.1 **Post 1: Troll**



**How would you manage the Troll post?**

**Answer**:   
Would not reply to troll as it could make the situation worst.

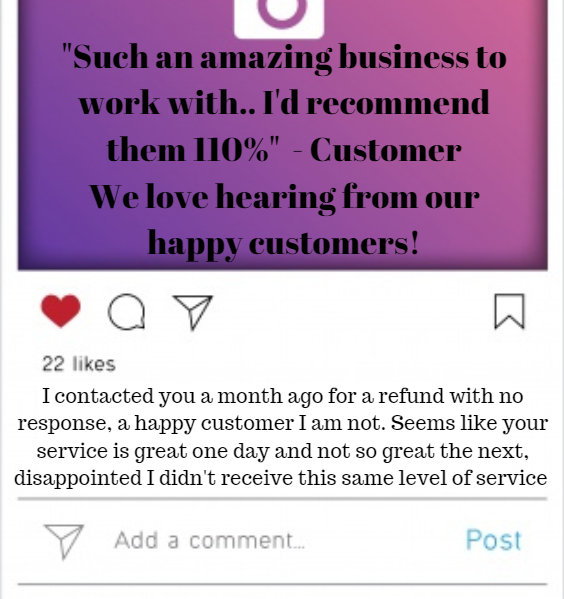
**Answer may include, but is not limited to:**

Seek advice from Supervisor.

Delete their comments if they breach the rules of engagement or are false and misleading.

Depending on the organisational and social media platform policies you may consider blocking them.

10.2 **Post 2: Unhappy Customer**

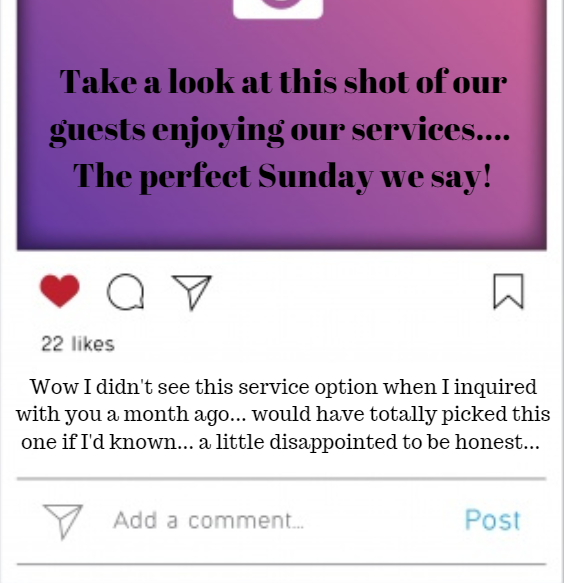


**How would you manage the unhappy customer post?**

**Answer:** Yes you would reply to this post from an unhappy customer to resolve the issue to demonstrate quality customer service and show that you care.

Unhappy customer posts are genuine posts that give insight into areas for improvement.

10.3 **Post 3: Misguided Customer**



**How would you handle the misguided customer post?**

**Answer:** Yes you would reply to this post from a misguided customer to resolve the issue. You would gather the facts and write a professional courteous response.

This is an opportunity to provide product and service information to your audience and should be used as such.

Student’s responses will vary but must be professional, polite and open to resolving the issue for the customer by providing the correct service or product.

10.4 **Post 4: Rager**



**How would you handle the Rager customer post?**

**Answer:** Seek advice from supervisor. Hide post immediately and report the rager / block rager from interactions.

Care must be taken not to exasperate the issue.

## Part 11: Assessment checklist

The checklist will be used by you to mark the students’ performance in parts 1 – 10 of this project assessment. Use this checklist to understand what skills the student is required to demonstrate in this assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be assessing the student on. All the criteria must be met.

Table 2 Assessment Checklist

| Part # | Task/Activity Performed | S | U/S | Assessor Comments |
| --- | --- | --- | --- | --- |
| 1 | * 1. Demonstrated understanding of social media policies and requirements in the tables provided   2. Demonstrated understanding of the businesses social media policy in the table provided.   3. Demonstrated how they plan to use Facebook tools and post types in alignment with each the key Facebook metrics   4. Confirm the resources you will utilise in executing the social media plan in the table provided.   5. Confirm understanding and agree to adhere to all policies and procedures by signing in the space provided. |  |  | *Student must have completed all short answer questions in Task1. Suggested answers are provided within the document.* |
| 2 | 2.1 Defined business brand, product and services offered, and target audience in the table provided. |  |  | *Student must have completed the table in Part 2. Suggested answers are provided within the document.* |
| 3 | 3.1 Student has shown evidence of a suitable content piece for each of the post types given in the table provided. |  |  | *Student must have completed the table in Part 2. Suggested answers are provided within the document.* |
| 4 | 4.1 Completed the social media content calendar Excel spreadsheet  4.2 Followed the organisations social media plan content calendar  4.3 Developed and sourced at least six (6) content items in line with brand and identified target audience.  4.4 Used campaigns, promotions and community events in following the social media plan  4.5 Imported various file types or associated links to the social media content calendar including:  \* Images  \* Video file with audio  \* PDF file  \* External links to associated files  4.6 Develop content using internal sources  4.7 Sourced and used content from external sources  4.8 Created posts that attract and promote user generated content  4.9 Used correct spelling and grammar in social media posts and interactions  4.10 Communicated effectively to both target audiences  4.11 Communicated with honesty and transparency  4.12 Submitted the completed social media content calendar Excel spreadsheet |  |  | *Student must have followed the organisations social media plan and social media calendar excel spreadsheet to meet all requirements.*  *Use the students completed excel spreadsheet to determine whether the student has meet all the criteria.* |
| 5 | 5.1 Provided a link to the Facebook Business Page they are managing  5.2 Provided a screenshot of the Facebook Page  5.3 Provided a screenshot of administration rights to the Facebook Business Page |  |  | *Student must have provided all 3 screenshots. Suggested screenshots /answers are provided within the document.* |
| 6 | 6.1 Marketed and promoted the business using the Facebook Business Page they have identified in Part 5 over a period of four (4) weeks  6.2 Imported and posted content according to the social media content calendar completed in part 4  6.3 Used the Facebook scheduling tool to schedule pre-planned posts and managed time online for maximum efficiency  6.4 Aligned post schedule with the content calendar timeline and social media plan  6.5 Scheduled at least six (6) pre-planned posts that span a four (4) week period  6.6 Uploaded various types of content and files including at least one of each:  \* Video with audio  \* Image  \* Text  \* Associated website links  6.7 Provided a screenshot of at least one (1) scheduled post  6.8 Provided a screenshot demonstrating at least six (6) scheduled posts |  |  | *Student must have provided 2 screenshots to demonstrate they have meet all the criteria. Suggested screenshots/ answers are provided within the document.* |
| 7 | 7.1 Engaged classmates, friends or family to follow, interact and engage with the business page  7.2 Used Facebook tools on at least five (5) occasions to interact with different customers  7.3 Asked questions and determined customer needs  7.4 Tracked and monitored customer engagement to ensure timely responses  7.5 Responded to customer reviews and other user-generated content  7.6 Responded to questions and complaints professionally and followed social media plan guidelines  7.7 Referred customers to relevant information as required and within an appropriate time frame  7.8 Communicated effectively to diverse audiences with honesty and transparency  7.9 Used correct spelling and grammar in all posts and interactions.  7.10 Provided a screenshot of their Facebook poll with customer interactions  7.11 Provided a screenshot of the student asking questions to a customer in Facebook messenger  7.12 Provided a screenshot of the student referring a customer to relevant information in Facebook messenger  7.13 Provided a screenshot of a Facebook review and the students reply  7.14 Provided a screenshot of a Facebook post with the students reply. |  |  | *Student must have followed the organisations social media plan to meet all requirements.*  *Student must have provided 5 screenshots to demonstrate they have meet all the criteria. Suggested answers are provided within the document.* |
| 8 | 8.1 Provided a screenshot of the Facebook Business Page ‘Page Summary’ which demonstrates at least 5 pages likes and a reasonable response timeframe, as outlined in the organisation’s social media policy.  8.2 Provided a screenshot of the students six published posts including:  \* video  \* image  \*text  \* engagement metrics  \* Published dates that align with the social media calendar  8.3 A screenshot of the students ‘Page Quality Tab’ which demonstrates that the page has no violations  8.4 A screenshot that demonstrates the location within Facebook insights that analytical data can be exported. |  |  | *Student must have provided 4 screenshots to demonstrate they have meet all the criteria. Suggested answers are provided within the document.* |
| 9 | 9.1 Student has completed the social media report template based off their Facebook Business Page Data  9.2 If the student has used a simulated business then they have provided a screenshot as evidence of publishing the Facebook Business Page. |  |  | *Student must have completed all parts of the table and showed accurate figures and analytical thought to their responses to demonstrate their understanding. Suggested answers are provided within the document.* |
| 10 | 10.1 Student has managed the troll post in a way that maintains the businesses reputation  10.2 Student has managed the Unhappy customer post in a way that maintains the businesses reputation  10.3 Student has managed the Misguided customer post in a way that maintains the businesses reputation  10.4 Student has managed the Rager post in a way that maintains the businesses reputation |  |  | *Student has detailed the action they would take for each of the responder types including:*   * *Stating whether or not they would reply to the post* * *The alternative action they would take if not replying* * *Providing an appropriate reply to the customers post.*   *Suggested answers are provided within the document.* |