



# Richmond College

Advanced Education



## **Qualification Specification for :**

**Level 3 Diploma in Information Technology**

**610/0659/2**



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## **QUALIFI**

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

### Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

### Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1. Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## 1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

### **1.3 Qualification Titles and Codes**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Diploma in Information Technology 610/0659/2

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Qualification Aims and Learning Outcomes**

### **2.1 Aims of the Diploma**

The aim of the Qualifi Level 3 Diploma in Information Technology is to equip learners with the skills and knowledge required to work in the IT sector or progress to further study.

The qualification is designed to ensure that each learner has an opportunity to build sector knowledge and learn current skills and practices in computer systems, networks, coding, website development, mobile communications, cyber security and social media for business.

### **2.2 Learning Outcomes of the Diploma**

The overall learning outcomes of the Diploma are for learners to:

1. Understand the purpose of computer systems.
2. Understand the purpose and types of coding
3. Understand networking principles.
4. Understand the uses and features of mobile communication devices.

These are the overall learning outcomes in line with Level 3 programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

## **3. Delivering the Qualification**

### **3.1 Quality Assurance Arrangements**

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support

learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- sets and agrees assignments.
- moderates assignments.
- agrees the final mark and issues certificates.

Please contact Qualifi for further information.

### **3.2 Access to Study**

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### **3.3 Entry Criteria**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through a centre interview and applicants must be aged 16 or over.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK higher education

postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Information Technology is made up of 60 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of guided learning, directed learning and invigilated assessment. 60 credits equate to 600 hours of TQT.

Examples of activities that can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a prerecorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

### QUALIFI Level 3 Diploma Information Technology

All Units are mandatory. The qualification is 60 credits.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
F/650/1908	Computer Systems	3	10	50	100
H/650/1909	Coding and Website Development	3	10	50	100
L/650/1910	Networks	3	10	50	100
T/650/1913	Mobile Communications	3	10	50	100
A/650/1915	Cyber Security	3	10	50	100
D/650/1916	Social Media for Business	3	10	50	100
<b>Total</b>			<b>60</b>	<b>300</b>	<b>600</b>

## 4.3 Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 3 Diploma in Information Technology** will allow learners to progress to:

- a QUALIFI Level 4 Diploma.
- Qualifi Level 4 Diploma in IT
- directly into employment in an associated profession.

## 4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners 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.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, 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. Provided that 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 valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem-solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Approved centres should request a copy of the assessment workbook.

## 8. Course Regulations

### 8.1 Course Requirements

All units will be internally assessed through written assignment, internally marked by the Qualifi approved centre and subject to external quality assurance by Qualifi.

### 8.2 Classification of Awards

These qualifications are pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations.

### 8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the on-going discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### 8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible. For more information, please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## 10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendices

### Appendix 1: Unit Descriptors

#### Unit IT301: Computer Systems

Unit code: F/650/1908

RQF level: 3

#### Unit Aim

The aim of this unit is to introduce learners to the basic hardware and software components that make up computer systems and for learners to carry out basic installation and configuration. This unit is designed to assist learners to understand the basic components of computer systems and how they are adapted to individual needs.

#### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the purpose of computer systems.	1.1 Explain different types of computer systems.
	1.2 Evaluate the role of computer systems in different environments
	1.3 Identify a range of computer systems that are used.
2. Understand computer system components.	2.1 Analyse the common hardware components of a computer system
	2.2 Analyse the common software components of a computer system
	2.3 Evaluate the differences between open source and closed source software.
3. Be able to configure computer systems.	3.1 Analyse different operating systems and their suitability in managing resources in a professional environment.
	3.2 Describe the characteristics of different styles of computer system users.
	3.3 Evaluate suitable components to meet user requirements within a professional environment.
	3.4 Configure a computer system for a given user requirement.

## **Suggested Resources**

Nisan, N. (2020). The Elements of Computing Systems : building a modern computer from first principles. MIT Press.

Bryant, R.E. and O'Hallaron, D.R. (2016). Computer systems : a programmer's perspective. Boston: Pearson.

## Unit IT302: Coding and Website Development

Unit code: H/650/1909

RQF level: 3

### Unit Aim

The aim of this unit is to enable learners to understand the fundamental processes involved in developing simple programmes and applications as well as details of basic website design.

### Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the purpose and types of coding.	1.1 Identify popular programming languages that are used within computer systems.
	1.2 Differentiate between high level and low-level programming languages.
	1.3 Explain how principles of computer programming are applied in different languages to produce software applications.
2. Understand web architecture and components.	2.1 Explain the web architecture and components that tenable internet and web functionality
	2.2 Analyse the security risks and protection mechanisms involved in website performance.
3. Be able to create interactive websites.	3.1 Create or modify components of websites to meet business needs.
	3.2 Explain the way in which a website meets the defined requirements and achieves the defined purpose.

### Suggested Resources

Bell, A. (2019). Computer programming : Fundamentals for absolute beginners.

Duckett, J. (2011). HTML & CSS: Design and Build Websites (HTML and CSS). John Wiley & Sons Incorporated.

Felleisen, M. et al (2018) How to design programs: an introduction to programming and computing. 2nd ed. MIT Press

Robbins, J.N. (2018). Learning web design : a beginner's guide to HTML, CSS, Javascript, and web graphics.

Sebastopol, Ca: O'Reilly.

## Unit IT303: Networks

Unit code: L/650/1910

RQF level: 3

### Unit Aim

The aim of this unit is to enable learners to understand the importance of networks to computer systems and their essential use in a variety of application. Learners will also gain knowledge about network technologies and the delivery of a wide range of networked services.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand networking principles.	1.1 Explain the features and functioning of a computer network.
	1.2 Differentiate between 'client computers' and 'peer computers' from network services perspective.
	1.3 Describe local area network (LAN) and wide area network (WAN).
	1.4 Describe the benefits and constraints of different network topologies.
2. Understand how network hardware and software components are connected.	2.1 Explain how hardware, software and addressing combine to support network communications.
	2.2 Describe potential issues with computer networks.
	2.3 Explain the steps required to set up and test a simple local area network.
3. Understand the usage and security concerns relating to networking.	3.1 Evaluate the features and services provided by a local and a wide area network.
	3.2 Identify security issues relating to networking and how those security issues can be minimised.
	3.3 Explain the steps to configure security on a local area network.

## Suggested Resources

Kurose, J. & Ross, K. (2017) Computer Networking: a top-down approach. 7th ed. Pearson

Kizza, J. (2015) Guide to Computer Network Security. 3rd ed. Springer

Tanenbaum, A. & Wetherall, D. (2013) Computer Networks. 5th ed. Pearson

Bourke, M.K., Grimes, S. and Spacelabs Medical, Inc (1995). Networks. Redmond, Wash.: Spacelabs Medical, Inc.

Hall, L. and Paddy Chayefsky (2018). Network. London: Faber & Faber.

## Unit IT304: Mobile Communications

Unit code: T/650/1913

RQF level: 3

### Unit Aim

The aim of this unit is to explain the growth of mobile communication and how it has changed everyday life and to provide learners with an understanding of the functionality that underpins key business and e-commerce uses.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes</b>  When awarded credit for this unit, a student will:	<b>Assessment Criteria</b>  Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the uses and features of mobile communication devices.	1.1 Differentiate between different types of mobilecommunication device
	1.2 Describe the main features of different types of mobile communication devices
	1.3 Evaluate the usage of modern mobile communication devices.
2. Understand the communication technologies used in mobile devices.	2.1 Analyse various transmission technologies used by mobile communication devices.
	2.2 Evaluate the need for various standards and protocols used by mobile communication devices.
	2.3 Describe how wireless mobile communication technologies benefit businesses.
3. Understand the implications of mobile communications technology.	3.1 Assess the benefits of mobile devices in the workplace.
	3.2 Evaluate the social and legal implications of using mobile technologies.
	3.3 Analyse the health implications of lengthy exposure to mobile technologies.

## Suggested Resources

Greengard, S. (2015) The Internet of Things. MIT Press

Shah, M. (2014) Mobile Working: technologies and business strategies. Routledge

Rowles, D. (2014) Mobile Marketing: how mobile technology is revolutionizing marketing, Communications and advertising. Kogan Page

Mobile communications. (1988). Editorial: Online.

A Jagoda and M De Villepin (1993). Mobile communications. Chichester England ; New York: J. Wiley

## Unit IT305: Cyber Security

Unit code: A/650/1915

RQF level: 3

### Unit Aim

The aim of this unit is to enable learners to understand cyber security and the consequences and implications of inadequate cyber security. They will understand the key terminology and the motivations of good and bad actors. They will also investigate the advantages and disadvantages of security by design.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand cyber security.	1.1 Describe the concepts of cyber security.
	1.2 Explain the importance of cyber security for businesses.
	1.3 Describe the consequences and implications of inadequate cyber security for businesses .
2. Understand core terminology and key aspects of cyber security.	2.1 Define core terminology used in cyber security.
	2.2 Compare typical behaviours of good actors and bad actors.
	2.3 Analyse the sectors that are most vulnerable to a cyber-attack.
3. Understand cyber threat intelligence.	3.1 Identify the concepts of cyber threat intelligence
	3.2 Explain the following terms in relation to cybersecurity: <ul style="list-style-type: none"><li>• threats</li><li>• exploits</li><li>• risks</li><li>• vulnerabilities</li></ul>
	3.3 Identify improvements to secure a network against cyber attacks.

## Suggested Resources

Easttom, C. (2016) Computer Security Fundamentals. 3rd ed. Pearson

Kizza, J. (2015) Guide to Computer Network Security. 3rd ed. Springer

Geetha, S. & Phamila, A. (2016) Combating Security Breaches and Criminal Activity in the Digital Sphere. Hershey

IT Governance Publishing (2013). Cyber Security. Ely, Cambridgeshire, United Kingdom: It Governance Publishing.

Augastine, P.T. (2007). Cyber security. New Delhi: Crescent Pub. Corp

## Unit IT306: Social Media for Business

Unit code: D/650/1916

RQF level: 3

### Unit Aim

The aim of this unit is to enable learners to explore how businesses use social media to promote their products and services. Learners will also create a social media policy and plan to meet business requirements.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1 Understand the importance of using social media in a business environment.	1.1 Analyse recent developments in social media that have changed the way businesses promote products and services.
	1.2 Identify sources for social media channels to meet business needs.
	1.3 Explain the importance of publishing social media content which engages the audience.
	1.4 Explain the risks and issues relating to social media engagement.
2. Understand the need for social media content planning and publishing in a business environment.	2.1 Analyse the considerations for regular posts and other content to be published on social media websites.
	2.2 Explain the relationship between a social media website and a company website.
	2.3 Evaluate the strategy required to create and encourage an online community.
3. Be able to develop a policy and a plan to use social media in a business environment.	3.1 Explain why a social media policy is important and consider the implications of not having a policy in place.
	3.2 Develop a social media policy for a business that is capable of delivering its objectives.
	3.3 Produce a plan to use social media in a business environment that is capable of delivering its social media policy objectives.
	3.4 Produce a reflective account of the plan that suggests improvements.

## Suggested Resources

Lipschultz, J. (2015) Social media Communication: concepts, practices, data, law and ethics. Routledge

Kasian-Lew, D. (2014) The Social Executive: why leaders need social media and why it's good for business. Wiley-Blackwell

Vukanovic, Z. (2011). New Media Business Models in Social and Web Media. Journal of Media Business Studies, 8(3), pp.51–67.

Mcdonald, J. (2018). SOCIAL MEDIA MARKETING WORKBOOK : how to use social media for business. S.L.: Createspace Indep Pub.

Brown, E. (2012). Working the crowd - social media marketing for business. British Informatics Society Lt