



**SKILLSIQ**

CAPABLE PEOPLE MAKE CLEVER BUSINESS

# **Cross-Sector Project: Online & Social Media Training Package Products**

## **Draft 1 Consultation Guide**

**October 2018**

## Contents

1.0	Introduction .....	3
1.1	Project Background .....	3
1.2	Consultation Activities and Timelines .....	4
1.3	About this Consultation Guide .....	5
1.4	Contact details .....	5
1.5	Skills required to implement social media and online platforms as business tools .....	5
1.6	Proposed Units of Competency .....	6
1.6.1	Standards for Training Packages 2012 .....	6
1.6.2	The focus of units .....	6
1.6.3	Dimensions of job role and seniority .....	6
1.6.4	Australian Qualifications Framework (AQF) alignment .....	7
1.6.5	Industry context .....	7
1.6.6	A note about codes .....	8
1.6.7	References .....	8
2.0	Draft 1 Units of Competency .....	9
2.1	Questions about Units of Competency .....	9
2.1.1	Suite of Units of Competency .....	9
2.1.2	Titles and Application statement .....	9
2.1.3	Elements and Performance Criteria .....	9
2.1.4	Knowledge Evidence .....	10
2.1.5	Performance Evidence .....	10
2.1.6	Assessment Conditions .....	10
2.2	Questions about Assessor requirements .....	10
2.2.1	Assessor requirements .....	10
3.0	Draft 1 Skill Sets .....	11
3.1	Questions about Skill Sets .....	12
	Appendix A: Units of Competency and Assessment Requirements Explained .....	13
	Appendix B: Potential packaging of Units of Competency .....	16

## 1.0 Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education and Training to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

### 1.1 Project Background

The Australian Industry and Skills Committee (AISC) identified eight cross-sector areas for the development of common Training Package products to address common skills needs identified in Industry Skills Forecasts. SkillsIQ was commissioned by the AISC to lead the cross-sector project **Online & Social Media**.

The key aim of the project was to identify the common skills needs of various industries for consumer engagement through use of online and social media business tools. This would inform the update of future Training Package products to ensure skills training is in line with workforce needs.

A Project Reference Group (PRG) comprising representatives of 16 Industry Reference Committees (IRCs) was established to support all phases of the project, including providing industry advice to inform consultation.

An extensive multi-channel consultation process was completed to gather views from a range of stakeholders across multiple industries in each state and territory. Stakeholders included employees and employers, government, associations and training providers.

**Figure 1:** Outline of consultation activities conducted to inform the Case for Change (Cross-sector project: Online & Social Media)



The consultation confirmed that there is overwhelming support for training in skills to conduct online and social media consumer engagement across all industries.

**Consultation has indicated the need for eight new Units of Competency and four Skill Sets.**

These new Training Package products are presented as Draft 1 for your feedback.

## 1.2 Consultation Activities and Timelines

National consultation on Draft 1 will be open from the **Tuesday, 30 October to 10.00am on Monday, 3 December 2018**. During this period input will be sought on the following:

- 8 Units of Competency and associated Assessment Requirements
- 4 Skills Sets.

SkillsIQ will be undertaking a number of key activities to engage industry stakeholders and VET professionals. To participate in webinars or workshops, please access the following links:

### Webinars

- [Friday, 2 November 2018](#) 1.00pm – 2.00pm (AEDT)
- [Monday, 5 November 2018](#) 4.00pm – 5.00pm (AEDT)
- [Tuesday, 6 November 2018](#) 9.30am – 10.30am (AEDT)
- [Wednesday, 7 November 2018](#) 1.00pm – 2.00pm (AEDT)
- [Thursday, 15 November 2018](#) 10.00am – 11.00am(AEDT)

### Workshops

- [Thursday, 8 November 2018](#) 12.00pm – 1.30pm Brisbane
- [Friday, 9 November 2018](#) 12.00pm – 1.30pm Sydney
- [Tuesday, 13 November](#) 10.00am - 11.30am Hobart
- [Wednesday, 14 November](#) 10.00am - 11.30am Melbourne
- [Friday, 16 November 2018](#) 11.00am – 12.30pm Adelaide
- [Monday, 19 November 2018](#) 10.00am – 11.30am Perth
- [Wednesday, 21 November 2018](#) 10.00am – 11.30am Darwin

Feedback can also be provided online via the **SkillsIQ Online Feedback Forum**. The Feedback Forum is an online tool designed to capture stakeholder feedback and provide an opportunity for stakeholders to view feedback left regarding draft training package products.

To access the SkillsIQ Feedback Forum, [CLICK HERE](#) or copy the link below into your browser:

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/SIRRetailServices/OnlineSocialMedia-Draft1>

Following the close of Draft 1 consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2, which will be made publicly available for validation prior to the submission for endorsement.

To remain up to date with project developments, subscribe to SkillsIQ at:  
<http://www.skillsiq.com.au/>

It is anticipated that the Training Package products will be submitted to the AISC for consideration in February 2019 (see Table 1).

Table 1: Timelines for the project.

Consultation Draft 1	November / December 2018
Feedback analysis & Draft 2 Development	December 2018
Validation Draft 2	January 2019
Quality Check	January / February 2019
State Training Authorities Engagement	February 2019
Submission	February 2019

### 1.3 About this Consultation Guide

This guide, which should be read in conjunction with the Draft 1 Training Package products, provides:

- general information about Draft 1 Units of Competency and Skill Sets
- list of Draft 1 Units of Competency and associated Assessment Requirements
- list of Draft 1 Skills Sets
- key consultation questions on which SkillsIQ seeks feedback.

This guide does not include Draft 1 training package components; these can be accessed at:

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/SIRRetailServices/OnlineSocialMedia-Draft1>

All units and Skill Sets are submitted as proposals. They are subject to change after this public consultation.

### 1.4 Contact details

For more information please contact:

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### 1.5 Skills required to implement social media and online platforms as business tools

Consultation so far indicates that a range of skills and knowledge is required by workers across levels of responsibility. These are summarised as follows:

- fundamental skills for **using computers and the Internet** for individuals with minimal skills
- knowledge of **different types of platforms and associated brands**, functions provided, key audiences, what types to use for different purposes and for appeal to main audiences, staying up to date

- knowledge and use of **ethical practices**, privacy regulations and practices
- **using social media and online tools for engagement**
- developing and managing **social media and online strategies**
- **performance monitoring** to ensure effective use of social media and online tools for business purposes
- **risk management** for organisations in an online setting, managing negative comments and reputation, and having systems for this
- fundamental **website development** when specialists are not engaged.

As a result, eight Units of Competency and four Skill Sets have been developed. Consultation indicated there was no need to develop qualifications. Instead, Units of Competency can be utilised within a range of industry qualifications as required.

## 1.6 Proposed Units of Competency

### 1.6.1 Standards for Training Packages 2012

Units have been written to meet the format and content requirements of the Standards for Training Packages, 2012. There is an Assessment Requirements document associated with each Unit of Competency. The format for both is explained in **Appendix A**.

### 1.6.2 The focus of units

Units of Competency are developed by industry to meet the identified skill needs of industry. **Each Unit of Competency identifies a discrete workplace skill and includes the knowledge that underpins competency.** Units of Competency therefore:

- are statements about the skills and knowledge required for effective performance in a particular job function
- describe work outcomes, not training input or modular ways of delivering training
- logically describe stand-alone skills which are used in a work situation
- are combined together in groups which align to work functions and job roles.

### 1.6.3 Dimensions of job role and seniority

During initial consultation, stakeholders raised considerations for targeting Units of Competency to meet the skill needs for different job roles and levels of seniority.

Small, medium and large businesses distribute job functions across different levels of responsibility. For example, a small business owner operator may be responsible for a range of online customer engagement functions that, in a large business, may be allocated across operational workers, senior specialists and business unit managers.

It is important for each unit to remain “on topic” and to describe a particular work function, e.g. analysing the performance of social media and online business tools. Each unit describes the complexity of skills and knowledge associated with the function.

Some units, within the suite of online and social media units, will apply to many different workers across levels of seniority. For example, all people need skills and knowledge to maintain ethical and professional standards when working online. Other units will only apply to people with senior management roles, e.g. developing and managing a social media and online strategies.

### 1.6.4 Australian Qualifications Framework (AQF) alignment

The Australian Qualifications Framework (AQF) is the policy for qualifications in the Australian education and training system covering the school, vocational education and training and higher education sectors. The framework includes specifications for each level of qualification.

When developing qualifications and packaging rules, Training Package developers are required to consider the specifications of the AQF so that qualifications fall within the boundaries. This equally applies to Registered Training organisations (RTOs) when selecting appropriate units for delivery within qualifications offered.

Training Package developers and RTOs will need to use judgement when selecting social media and online units for inclusion within qualifications.

Units do not have AQF levels, only qualifications do. Because of this, it is possible to select the same unit across qualification levels so long as the unit is relevant to the job role and doesn't describe a level of skill which is too complex for that role. For example, it would not be appropriate to select a unit about developing and managing social media and online strategies for inclusion in a Certificate II, III or IV but would be appropriate for Advanced Diploma or Diploma level.

**Appendix B** includes suggestions for appropriate packaging.

### 1.6.5 Industry context

Unit content has been written broadly to allow for contextualisation to the particular industry during training and assessment. During initial consultation, stakeholders raised concerns about creating "generic" Units of Competency and a perception that "one size fits all." Knowledge, especially, can be industry specific and trainers and assessors must be able to tailor content that fits.

The application of context within training and assessment is absolutely essential to ensure relevance to industry outcomes. To deal with this, Draft 1 units include statements within Performance and Knowledge Evidence that require training providers to assess in the context of a particular industry.

Within Performance Evidence, there are statements such as:

- for a particular industry or organisation, identify two suitable social media and one online brands and provide reasons for selection in a written or verbal report that covers:
  - how the industry or organisation's target customer is a match to the demographic composition of key audiences of the social media and online brands... etc.

Within Knowledge Evidence, there are statements such as:

- specific to the particular industry:
  - range of products and or services provided, at an overview level
  - key customer groups that utilise those products and or services and their basic demographic characteristics and needs... etc.
- industry and organisational codes of conduct or policies for online activities, applicable to the individual's context.

This makes the contextualisation of assessment mandatory for these units which can apply to many different industries.

To do this, assessors must have experience with industry requirements. To deal with this, some Draft 1 units include statements for assessor requirements:

- to assess in the context of a specific industry, have at least three years' experience with the implementation of social media and online tools for that industry where they have applied the skills and knowledge covered in this unit of competency.

### 1.6.6 A note about codes

At this point, systematic issues about coding cross sector Unit of Competency and where they may be located within a specific Training Package has not been resolved. For the purposes of reviewing units and providing feedback, this issue should be ignored.

### 1.6.7 References

Units make references to various terms. Key terms and definitions are outlined as follows:

Term	Definition
Social media	<p>Internet of Things (IoT).</p> <p>Products, services, and information available, and/or actions conducted, using the internet. Online can be accessed through a computer, mobile phone, tablet and/or bespoke organisational devices (e.g. shopper or logistics web-based portable devices).</p> <p>Technologies (e.g. Apps) which enable creating and sharing content and interactions, as well as interactions with networks (social and professional).</p>
Online and social media <b>platform</b> <i>And</i> Online and social media <b>tool</b>	<p>Web-based <b>technology</b> with a range of functions that enable online engagement.</p> <p>This can include an organisation's website.</p>
Online and social media <b>brand</b>	<p>The online and social media technology owned by an organisation. Examples: Facebook, Instagram, YouTube, Twitter, LinkedIn, Apple, Google</p>
Category/ies	<p>Online and social media platforms, classified into groups according to their general purpose. Examples are:</p> <ul style="list-style-type: none"> <li>• networking e.g. Facebook, LinkedIn and Twitter</li> <li>• microblogging e.g. Twitter</li> <li>• media sharing e.g. YouTube.</li> </ul>
Online and social media <b>function</b>	<p><b>Capabilities</b> and <b>functionality</b> provided by the online and social media platform. Examples are:</p> <ul style="list-style-type: none"> <li>• uploading media files</li> <li>• live streaming</li> <li>• data analysis.</li> </ul>
Customer	<p>References to customers should be interpreted in the context of the particular industry and organisation which will use different terms to describe their stakeholders. These might include:</p> <ul style="list-style-type: none"> <li>• consumer</li> <li>• client</li> <li>• patron</li> <li>• audience</li> <li>• guest</li> <li>• passenger</li> <li>• participant</li> <li>• sponsor</li> <li>• member</li> <li>• patient.</li> </ul>

## 2.0 Draft 1 Units of Competency

Table 2: List of all Draft 1 units and prerequisites

Unit Code	Unit Name	Prerequisites
OSM001	Use information and computer technology	Nil
OSM002	Identify social media and online platforms	Nil
OSM003	Maintain ethical and professional standards when working online	Nil
OSM004	Use social media and online tools	OSM003 Maintain ethical and professional standards when working online
OSM005	Analyse performance of social media and online business tools	Nil
OSM006	Develop a basic website	Nil
OSM007	Develop and manage social media and online strategies	OSM003 Maintain ethical and professional standards when working online
OSM008	Manage risk to organisational reputation in an online setting	Nil

### 2.1 Questions about Units of Competency

The following series of questions have been developed to guide feedback for Draft 1.

#### 2.1.1 Suite of Units of Competency

- Do the draft units correctly describe individual skills aligned to discrete job functions?
- Are there any essential prerequisites that should be nominated?

#### 2.1.2 Titles and Application statement

- Do the titles reflect the unit content and the workplace skill described by the unit?  
If not, provide suggested alternatives.
- Does the application statement provide a clear and accurate description of the skill being described? Do they accurately indicate the level of worker to whom the unit can apply?

#### 2.1.3 Elements and Performance Criteria

- Do elements and performance criteria accurately describe what people do on a day-to-day basis in the workplace?
- Is there anything missing from the unit that needs to be added? Should anything be deleted?

### 2.1.4 Knowledge Evidence

*Knowledge requirements should directly relate to the Performance Criteria and provide scope to assist assessors to understand the breadth and depth of knowledge required. Breadth and depth is tailored to the complexity of the Unit of Competency skill.*

- Do the statements cover the essential workplace knowledge required of an individual to perform the task described?
- Is the knowledge evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors understand the scope?

### 2.1.5 Performance Evidence

*Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment should be clear, measurable and auditable for standardised assessments across all RTOs.*

- Would the evidence requirements prove that a person is competent in all the unit outcomes?
- Is the suggested volume (sufficiency) of evidence appropriate to ensure that consistency of performance is assessed? Too little, too much?
- Would the evidence prove that a person can adapt to different circumstances, e.g. use different data analytics tools and collect a range of different performance data?
- Are the statements clear? Would assessors understand exactly what they must do?

### 2.1.6 Assessment Conditions

- What equipment, resources and workplace documents do people currently use in the workplace? Are those listed relevant to the unit?
- Should anything be added or deleted?
- Are the statements clear? Would assessors understand what they must provide for assessment?

## 2.2 Questions about Assessor requirements

### 2.2.1 Assessor requirements

Assessors must meet certain requirements to assess Units of Competency within training packages. These requirements are prescribed on a unit by unit basis within the Assessment Conditions field.

The statement indicates that:

- Assessors must satisfy the requirements of Standards for Registered Training Organisations for assessors.

This ensures that assessors have the correct TAE Training and Education Training Package assessor qualification.

The requirement also ensures that assessors have current industry skills directly relevant to the training and assessment being provided.

Each unit also requires assessors to have a period of at least three years' experience in utilising social media and online business tools.

- Are the assessor competency requirements for industry experience clear and appropriate?
- Should anything be added or deleted?

## 3.0 Draft 1 Skill Sets

Skill Sets, a product contained within a Training Package, is a mini set of skills. They can be:

- a group of skills that link to a licensing or regulatory requirement; e.g. responsible service of alcohol, food safety and forklift operations
- a group of skills that can link to defined industry need; these could comprise a group of units to upskill workers and can be thought of as a short upskilling course
- a group of units linked to a defined industry need where a whole qualification is not required; workers just need a very confined set of skills

Table 3: Proposed Skill Sets and descriptors

Draft 1 Skill Set	Description
Introduction to social media and online business tools	<p>A set of skills to use basic functions of computer technology and the Internet, identify the uses of social media and online platforms for business purposes and work professionally and ethically.</p> <p>The target group is individuals with limited skills in the use of computer technology, social media and online tools who are required to select and utilise tools for business purposes.</p> <p>This Skill Set is designed for use across industries.</p>
Basic social media implementation	<p>A set of skills to implement the use of social media for organisational purposes, work professionally and ethically and determine the effectiveness of social media business tools.</p> <p>The target group is business owner operators and individuals who work in any industry in communications, marketing and other roles.</p> <p>This Skill Set is designed for use across industries.</p>
Engage customers through social media and online presence	<p>A set of skills to develop and implement strategies for an organisation's online presence and for risk management, and to utilise social media and online tools professionally and ethically.</p> <p>The target group is business owner operators and individuals who work in any industry in communications, marketing and other roles at a senior level.</p> <p>This Skill Set is designed for use across industries.</p>

Draft 1 Skill Set	Description
Develop an online presence for customer engagement	<p>A set of skills to develop an organisation's online presence through the use of social media and other websites, utilise these professionally and ethically and determine their effectiveness.</p> <p>The target group is business owner operators and individuals who work in any industry in communications, marketing and other roles at a senior level.</p> <p>This Skill Set is designed for use across industries.</p>

### 3.1 Questions about Skill Sets

Please provide your comments on the Draft 1 Skill Sets. Include comments on any units that should be added or deleted.

- Are the titles appropriate?
- Are there any additional Skill Sets required? Please nominate units that should be included.

## Appendix A: Units of Competency and Assessment Requirements Explained

Each Unit of Competency (UoC) follows this format:

<b>UNIT CODE</b>	<p>Units are coded in sequence from 001 onwards, for example SXXOSM002 Identify social media and online platforms</p> <p>SXX = Training Package identifier (To be advised for these cross-sector units) OSM = competency field (Online and Social Media)</p> <p>Subsequent versions of Units of Competency will be given a new and unique code.</p> <p>Codes do not contain an AQF indicator which some Training Package developers use to indicate where a unit is first packaged within a qualification.</p> <p>Rationale:</p> <p>Units do not have an AQF level; qualifications do. Inclusion can cause confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some have believed, for example, that a unit with an AQF indicator 3 or 4 should not or cannot be packaged within a Diploma. To identify complexity of a unit:</p> <ul style="list-style-type: none"> <li>• read the unit in entirety to ascertain the complexity of skills and knowledge covered</li> <li>• read the Application Statement which describes to whom the unit applies</li> <li>• refer to the table in the Companion Volume Implementation Guide (when developed) to check where the units might first appear in a qualification.</li> </ul>
<b>UNIT TITLE</b>	<p>Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in workplace and skill based language. For example, Plan outdoor recreation activities.</p>
<b>APPLICATION</b>	<p>This statement introduces the unit, assists users to understand its complexity and includes this information:</p> <ul style="list-style-type: none"> <li>• a brief description of unit content and its complexity</li> <li>• types of organisations to which the unit applies</li> <li>• who performs the function described by the unit and at what level of workplace responsibility; these sometimes include typical job titles</li> <li>• the unit’s relationship to any specific occupational licensing, certification or laws; where none exist, this is stated.</li> </ul>
<b>PREREQUISITE UNIT</b>	<p>A prerequisite is a Unit of Competency in which the individual must be deemed competent prior to the determination of competency in the unit. Prerequisites are applicable when competency cannot be achieved in a given unit without first gaining essential knowledge and skills from other units(s)</p> <p>Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as ‘Nil’.</p>
<b>COMPETENCY FIELD</b>	<p>Units can be divided into a number of fields to indicate the function of the skill described, e.g. Workplace Health and Safety. In this case, there is only one field OSM = Online and Social Media.</p>
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<p>Elements break down and describe the key outcomes which make up the Unit of Competency</p>	<p>Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable “tasks”.</p>

**FOUNDATION SKILLS**

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field lists these skills:

- reading
- writing
- oral communication
- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology

They will only be described in this section if they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.

**RANGE OF CONDITIONS**

This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply.

If used, anything identified is mandatory for performance and, therefore, must be assessed.

No online and social media units include Range of Conditions.

<b>UNIT MAPPING INFORMATION</b>	Specifies the code and title of any equivalent Unit of Competency. Because each online and social media unit is new, each entry is shown as “No equivalent unit.”
<b>LINKS</b>	This provides a hyperlink to the Companion Volume Implementation Guide (when developed).



Each Assessment Requirements follows this format:

<b>TITLE</b>	Assessment Requirements for [Unit of Competency Code and Title]
<b>PERFORMANCE EVIDENCE</b>	<p>Performance Evidence specifies the mandatory:</p> <ul style="list-style-type: none"> <li>types of product and process evidence</li> <li>frequency and or volume of product or process evidence.</li> </ul> <p>Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently.</p> <p>In other words, it describes what an individual has to do to prove they:</p> <ul style="list-style-type: none"> <li>are competent in the unit (e.g. prove they can analyse performance of social media and online business tools)</li> <li>can complete all the tasks described by the performance criteria</li> <li>have all the necessary foundation skills</li> <li>can consistently demonstrate the outcomes</li> <li>can adapt to different situations.</li> </ul> <p>Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs.</p>
<b>KNOWLEDGE EVIDENCE</b>	<p>Knowledge Evidence specifies:</p> <ul style="list-style-type: none"> <li>what the individual must know in order to effectively complete the work task described in the Unit of Competency</li> <li>the breadth and depth of what the individual must know</li> <li>the amount of evidence that must be collected.</li> </ul> <p>Knowledge Evidence relates directly to the performance criteria.</p>
<b>ASSESSMENT CONDITIONS</b>	<p>This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It can specify:</p> <ul style="list-style-type: none"> <li>where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed</li> <li>equipment and consumable resources that must be provided for assessment</li> <li>workplace documents that must be provided, e.g. codes of conduct</li> <li>other people who must be present during assessment</li> <li>the competency requirements for assessors including requirements for industry experience and vocational qualifications</li> </ul> <p>These statements are tailored to each Unit of Competency.</p>
<b>LINKS</b>	This provides a hyperlink to Companion Volume Implementation Guide (when developed).

## Appendix B: Potential packaging of Units of Competency

Units do not have AQF levels, only qualifications do. Because of this, it is possible to select the same unit across qualification levels so long as the unit is relevant to the job role and doesn't describe a level of skill which is too complex for that role.

For example, it would be appropriate to use *Develop and manage social media and online strategies* at Diploma and Advanced Diploma level but not at Certificate III.

This table presents where it would be appropriate to first use an online and social media unit.

Online & Social Media (OSM) Unit		AQF Qualification – appropriate first use			
Unit Code	Unit Name	I & II	III	IV	Dip
OSM001	Use information and computer technology	√			
OSM002	Identify social media and online platforms		√		
OSM003	Maintain ethical and professional standards when working online		√		
OSM004	Use social media and online tools		√		
OSM005	Analyse performance of social media and online business tools			√	
OSM006	Develop a basic website			√	
OSM007	Develop and manage social media and online strategies				√
OSM008	Manage risk to organisational reputation in an online setting				√