



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in Digital Marketing (RQF)

Qualification Number: 603/6295/9

Version 2.1

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Summary of Changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2.1	Updated social media platform names Additional assessment guidance for unit: F/618/3316 Change to AC wording 1.3: K/618/3312

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 2 Certificate in Digital Marketing (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of this qualification is to help learners develop their knowledge of digital marketing. Successfully completing it will allow learners to understand what digital marketing is, why it is important and how it can impact upon business growth.

This qualification is designed for learners who want to develop their knowledge of digital marketing, those who are seeking employment within marketing, business or media, and those who are already working within those sectors and wish to broaden their knowledge.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Award in Marketing Principles
- Level 3 Certificate in Marketing
- Level 3 Certificate/Diploma in IT User Skills
- Level 3 Diploma in Digital Marketing
- Level 3 Diploma in Business Administration
- Level 4 Business Management

Structure

Learners must achieve all credit from five mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Social media for business	K/618/3312	2	26	4
Email as a promotional tool for business	M/618/3313	2	30	5
Digital marketing review	T/618/3314	2	23	3
Understanding search engine optimisation for business	A/618/3315	2	24	3
Digital marketing for business	F/618/3316	2	26	4

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 129 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 61 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 190 hours

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence.

When an assessment criteria refers to a range we expect the learner to cover a minimum of three.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.

Useful Websites are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

Useful Websites

[Office of Qualifications and Examinations Regulation](#)

[Register of Regulated Qualifications](#)

[Education & Skills Funding Agency](#)

[Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Social media for business	
Unit reference number:		K/618/3312	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the range of social media platforms available for use by businesses.	1.1	Outline the main features of a range of social media channels used by businesses.
		1.2	Give examples of when each social media platform is the most suitable to use.
		1.3	Outline the process to publish content on a range of social media channels
2.	Know how to use social media platforms to engage an audience.	2.1	Identify the range of audiences that a business may seek to engage with.
		2.2	Select the most appropriate social media platform to use when seeking to engage with a specified audience.
		2.3	Explain the role of online brand identity in audience engagement.
		2.4	Explain how to measure the success of audience engagement across a range of social media platforms .
3.	Understand the role of social media in building brand reputation.	3.1	Explain how the following can impact upon a business' reputation: <ul style="list-style-type: none"> • No social media presence • Sporadic social media presence • Social media presence only to respond to negative brand sentiment • Social media presence only to respond to positive brand sentiment.
		3.2	Explain how receiving complaints on social media platforms can: <ul style="list-style-type: none"> • Negatively impact upon a business • Provide an opportunity to build a positive reputation.

		3.3	Explain the importance of monitoring social media activity across channels.
<p>Additional unit information</p> <p>Assessment requirements</p> <p>For any AC referring to a 'range of social media platforms', learners must cover a minimum of 4 out of the 5 social media platforms identified in the range information.</p> <p><u>Assessment guidance:</u></p> <p>Social media presence only to respond to negative brand sentiment Responding only to complaints or low ratings on review sites, social media and chat rooms.</p> <p>Social media presence only to respond to positive brand sentiment Responding only to positive reviews and compliments on review sites, social media and chat rooms.</p> <p>Brand identity Any element of a brand that communicates its personality, including but not limited to tone of voice, messaging, colour palette and fonts</p> <p>Assessment range:</p> <p>Range of social media channels/ social media platforms</p> <ul style="list-style-type: none"> • Meta • X • Instagram • YouTube • LinkedIn • Snapchat • TikTok 			

Title:		Email as a promotional tool for business	
Unit reference number:		M/618/3313	
Level:		2	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how email campaigns can help businesses reach and engage their audience.	1.1	Explain the advantages and disadvantages of using email campaigns as promotional tools.
		1.2	Explain why accurate lists of audience contacts are important.
		1.3	Identify the different audiences email campaigns may target.
		1.4	Discuss the advantages and disadvantages of sending email campaigns at differing times of the day.
		1.5	Describe the key features of email marketing content that led to successful audience engagement.
2.	Be able to plan an email campaign.	2.1	Describe the steps taken when planning and designing an email campaign.
		2.2	Identify the target audience, key messages and objectives of a proposed email campaign.
		2.3	Create content for an email campaign
		2.4	Select appropriate tools to administer an email campaign.
		2.5	Explain how to measure success of an email campaign.
3.	Understand the role of data protection regulations when implementing email campaigns.	3.1	Outline the key principles of current data protection regulations.
		3.2	Identify types of data used in marketing activities which fall within scope of current data protection regulations.
		3.3	Describe the limitations placed upon use of data for marketing purposes.
		3.4	State the consequences of a data protection regulation breach for individuals and organisations.
Assessment requirements:			

For AC 1.5, 2.3 and 3.4, learners must cover the full range as outlined in the Assessment Range information.

1.5 – learners must provide real-life examples for each feature described.

Assessment guidance: None.

Assessment range:

Consequences

- Reputational
- Financial
- Legal

Key features

- Call to action
- Personalisation
- Subject line
- Preview line
- Content
- Sender
- Brevity

Content

- Subject line
- Written information
- Image/infographic

Title:		Digital marketing review	
Unit reference number:		T/618/3314	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of review in digital marketing.	1.1	Explain why it is important to undertake evaluation activities to measure the effectiveness of digital marketing.
		1.2	Explain the benefits of identifying: <ul style="list-style-type: none"> • Poor performing digital marketing • High performing digital marketing.
2.	Know how to review the effectiveness of digital marketing.	2.1	Identify the indicators of success for a range of digital marketing activities .
		2.2	Compare the effectiveness of digital marketing activities.
3.	Know how to use outcomes of digital marketing effectiveness reviews.	3.1	Explain how to use statistical results from digital marketing engagements to draw conclusions regarding its effectiveness.
		3.2	Produce a report on changes that should be made to a poor performing piece of digital marketing.
<p>Additional unit information</p> <p>Assessment requirements:</p> <p>2.1 - learners must cover a minimum of three of the digital marketing activities referenced in the assessment range information.</p> <p>2.2 – learners must compare two examples of the same type of digital marketing activity. Case studies are permitted.</p> <p>3.2 – use of a case study is permitted.</p> <p>Assessment guidance: None.</p> <p>Assessment range:</p> <p>Digital marketing activities</p> <ul style="list-style-type: none"> • Social media posts • Email campaigns • Advertisements on third party sites • Website interaction • Pay per click advertising • Search Engine Optimisation • Influencer marketing • Content marketing 			

Title:		Understanding search engine optimisation for business	
Unit reference number:		A/618/3315	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of Search Engine Optimisation (SEO).	1.1	Define the term 'search engine optimisation'.
		1.2	Outline the objectives of SEO.
		1.3	Explain the difference between SEO and Pay-Per-Click advertising.
2.	Know how Search Engine Optimisation benefits businesses.	2.1	Describe the impact SEO will have upon online search results.
		2.2	Explain the advantages of increased website traffic for businesses.
		2.3	Explain the advantages of increased website visibility for businesses.
3.	Know how to use Search Engine Optimisation to benefit a business.	3.1	Describe a range of SEO tools and techniques that can be used to drive traffic towards a business.
		3.2	Explain how to monitor the effectiveness of SEO.
		3.3	Identify ways to implement SEO for a given business.
<p>Additional unit information</p> <p>Assessment requirements:</p> <p>3.1 – learners must cover a minimum of five techniques referenced in the assessment range information in their answer.</p> <p>3.3 – use of a case study is permitted.</p> <p>Assessment guidance: None.</p> <p>Assessment range:</p> <p>SEO tools and techniques:</p> <ul style="list-style-type: none"> • Meta descriptions • Image tags • Keyword research • Backlinks • Unique content • Word count optimisation 			

- Publication frequency
- URL structure
- Internal links
- Schema.org mark-up
- Website load speed
- Removal of duplicate content
- Use of robots.txt file
- Site's responsiveness to use on a mobile phone.

Title:		Digital marketing for business.	
Unit reference number:		F/618/3316	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of digital marketing in business.	1.1	Define the term 'digital marketing'.
		1.2	Identify advantages and disadvantages of marketing digitally.
		1.3	Outline how digital marketing has changed over time.
		1.4	Explain how digital marketing works alongside other forms of marketing to promote a business.
2.	Understand how digital promotion is achieved.	2.1	Identify the different channels which can be used to market a business digitally.
		2.2	Describe a range of digital marketing activities which can be used by a business.
3.	Be able to produce a plan to promote a business through digital channels.	3.1	Identify the objectives of a digital marketing campaign for a business.
		3.2	Plan a range of marketing activities to meet identified objectives for a business.
		3.3	Use SMART principles to set goals for a marketing campaign for a business.
4.	Know how to use online presence to raise funds and cut costs.	4.1	Define the terms: <ul style="list-style-type: none"> • Outsourcing • Crowdfunding • Crowdsourcing
		4.2	Identify websites which can be used to: <ul style="list-style-type: none"> • raise funds for investment in business. • arrange outsourcing • access crowdsourcing.
		4.3	Describe the advantages and disadvantages of seeking opportunities to crowdsource, outsource or crowdfund online.
Additional unit information			
Assessment requirements:			

LO3 – use of a case study is permitted.

3.2 – learners must produce a plan which includes a minimum of five marketing activities across a minimum of three digital channels.

3.3 – Specific, Measurable, Achievable, Relevant, Time-Bound

4.3 - Learners must describe at least one advantage and one disadvantage of either crowd sourcing, outsourcing or crowdfunding.

Assessment guidance: None.

Assessment range: None.