



# **COMPETENCY STANDARD**

## **FOR**

# **DIGITAL MARKETING**

### **(ICT Sector)**

**Level: 03**

Competency Standard Code: ICTCS0008L3V1

**National Skills Development Authority**  
**Prime Minister's Office, Bangladesh**

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## Introduction

The National Skills Development Authority (NSDA) aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. **Digital Marketing** is selected as one of the priority occupations of **Information and Communication Technology** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of students enrolled in TVET. Students who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in **Information and Communication Technology** sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide

## Level descriptors of NTVQF/ NSQF (BNQF 1-6)

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
<p style="text-align: center;">6 Mid-Level Manager/ Sub Assistant Engineer</p>	<p>Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyze, compare, relate and evaluate.</p>	<p>Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.</p>	<p>Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.</p>
<p style="text-align: center;">5 Supervisor</p>	<p>Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.</p>	<p>Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.</p>	<p>Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.</p>
<p style="text-align: center;">4 Highly Skilled Worker</p>	<p>Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.</p>	<p>A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.</p>	<p>Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.</p>
<p style="text-align: center;">3 Skilled Worker</p>	<p>Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.</p>	<p>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace</p>	<p>Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.</p>
<p style="text-align: center;">2 Semi-Skilled Worker</p>	<p>Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.</p>	<p>Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.</p>	<p>Work or study under supervision in a structured context with limited scope of manipulation</p>
<p style="text-align: center;">1 Basic Skilled Worker</p>	<p>Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.</p>	<p>Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.</p>	<p>Work under direct supervision in a structured context with limited range of responsibilities.</p>


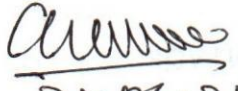
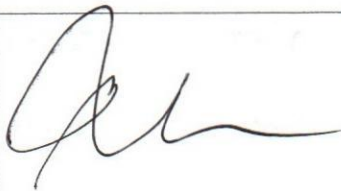
## List of Abbreviations

<b>NSDA</b>	- National Skills Development Authority
<b>CS</b>	- Competency Standard
<b>ISC</b>	- Industry Skills Council
<b>NSQF</b>	- National Skills Qualifications Framework
<b>BNQF</b>	- Bangladesh National Qualifications Framework
<b>NTVQF</b>	- National Technical and Vocational Qualifications Framework
<b>SCVC</b>	- Standards and Curriculum Validation Committee
<b>TVET</b>	- Technical Vocational Education and Training
<b>UoC</b>	- Unit of Competency
<b>STP</b>	- Skills Training Provider
<b>OSH</b>	- Occupational Safety and Health
<b>PPE</b>	- Personal Protective Equipment
<b>SOP</b>	- Standard Operating Procedures

## Approval of Competency Standard

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Members of the Approval Committee:

Member	Signature
<b>Dulal Krishna Saha</b> Executive Chairman (Secretary) National Skills Development Authority (NSDA)	 21.06.21
<b>Md. Nurul Amin</b> Member (Admin & Finance) And Member (Registration & Certification) Joint Secretary National Skills Development Authority (NSDA)	 21.06.21
<b>Alif Rudaba</b> Member (Planning & Skills Standard) Joint Secretary National Skills Development Authority (NSDA)	

  
21.06.21

**Dulal Krishna Saha**

Executive Chairman (Secretary)

National Skills Development Authority (NSDA)

Date:

## Competency Standards for National Skill Certificate –03 in Digital Marketing of ICT Sector

### Course Structure

SL	Unit Code and Title		UoC Level	Nominal (Hours)
<b>The Generic Competencies</b>				<b>20</b>
1	GU009L3V1	Practice negotiation skill	3	20
<b>The Sector Specific Competencies</b>				<b>40</b>
1	SUICT002L2V1	Operate office application software	2	25
2	SUICT004L4V1	Comply to ethical standards in ICT workplace	3	15
<b>The Occupation Specific Competencies</b>				<b>290</b>
1	OUDM001L3V1	Interpret Concepts of Digital Marketing	3	40
2	OUDM002L3V1	Apply Social Media Marketing	3	130
3	OUDM003L3V1	Interpret Search Engine Marketing (SEM)	3	40
4	OUDM004L3V1	Practice Basic Search Engine Optimization (SEO)	3	80
<b>Total Nominal Learning Hours</b>				<b>350</b>



## Units & Elements at a Glance

### The Generic Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU009L3V1	Practice negotiation skill	<ol style="list-style-type: none"> <li>1. Plan negotiations</li> <li>2. Participate in negotiations</li> </ol>	20

### The Sector Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SUICT002L2V1	Operate office application software	<ol style="list-style-type: none"> <li>1. Operate computer</li> <li>2. Install application software</li> <li>3. Use word processor to prepare/create documents</li> <li>4. Use spreadsheet to create /prepare worksheets</li> <li>5. Use presentation software to create / prepare presentation</li> <li>6. Print a document</li> </ol>	25
SUICT004L4V1	Comply to ethical standards in IT workplace	<ol style="list-style-type: none"> <li>1. Uphold the requirements of clients</li> <li>2. Deliver quality products and services</li> <li>3. Maintain professionalism at workplace</li> <li>4. Maintain workplace code of conduct.</li> </ol>	15

## The Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
OUSMM001L3V1	Interpret the Basic Concepts of Marketing	<ol style="list-style-type: none"> <li>1. Interpret Basic concepts of Digital Marketing</li> <li>2. Apply strategies &amp; measurement for Digital Marketing control and analysis</li> <li>3. Explore Lead Generation and Lead Nurturing techniques</li> <li>4. Interpret Ethics and guidelines for Digital Marketing</li> <li>5. Identify career opportunities in the Digital Marketing</li> </ol>	40
OUSMM002L3V1	Apply Social Media Marketing	<ol style="list-style-type: none"> <li>1. Interpret Social Media Marketing</li> <li>2. Practice Facebook Marketing</li> <li>3. Practice Instagram Marketing</li> <li>4. Practice Twitter Marketing</li> <li>5. Practice Pinterest Marketing</li> <li>6. Practice LinkedIn Marketing</li> </ol>	130
OUSMM003L3V1	Interpret Search Engine Marketing (SEM)	<ol style="list-style-type: none"> <li>1. Interpret Concepts of SEM</li> <li>2. Apply strategies &amp; measurement for SEM</li> </ol>	40
OUSMM004L3V1	Practice Basic Search Engine Optimization (SEO)	<ol style="list-style-type: none"> <li>1. Interpret basic concepts of SEO</li> <li>2. Apply On-Page SEO</li> <li>3. Apply Off-Page SEO</li> </ol>	80

## **The Generic Competencies**

<b>Unit Code and Title</b>	<b>GU009L3V1: Practice Negotiation Skills</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to practice negotiation skills. It specifically includes – planning negotiations and participating in negotiations.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Plan negotiations	<p>1.1 Information on <b><u>preparing for negotiation</u></b> is identified and included in the plan.</p> <p>1.2 Information on creating <b><u>non-verbal environments</u></b> for positive negotiating is identified and included in the plan.</p> <p>1.3 Information on <b><u>active listening</u></b> is identified and included in the plan.</p> <p>1.4 Information on different <b><u>questioning techniques</u></b> is identified and included in the plan.</p> <p>1.5 Information is checked to ensure it is correct and up-to-date.</p>
2. Participate in negotiations	<p>2.1 Criteria for successful outcome are agreed upon by all parties.</p> <p>2.2 Desired outcome of all parties is considered.</p> <p>2.3 Appropriate language is used throughout the negotiation.</p> <p>2.4 A variety of questioning techniques are used.</p> <p>2.5 The issues and processes are documented and agreed upon by all parties.</p> <p>2.6 Possible solutions are discussed and their viability assessed.</p> <p>2.7 Areas for agreement are confirmed and recorded.</p> <p>2.8 Follow-up action is agreed upon by all parties.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to)
1. Preparing for negotiation	<p>1.1 Background information on other parties to the negotiation</p> <p>1.2 Good understanding of topic to be negotiated</p> <p>1.3 Clear understanding of desired outcome/s</p> <p>1.4 Personal attributes</p> <p>    1.4.1 Self esteem</p> <p>    1.4.2 Self esteem</p> <p>    1.4.3 Objectivity</p> <p>    1.4.4 Empathy</p> <p>    1.4.5 Respect for others</p> <p>1.5 Interpersonal skills</p> <p>    1.5.1 Listening / reflecting</p> <p>    1.5.2 Non-verbal communication</p> <p>    1.5.3 Assertiveness</p>

	<ul style="list-style-type: none"> <li>1.5.4 Behavior labeling</li> <li>1.5.5 Testing understanding</li> <li>1.5.6 Seeking information</li> <li>1.5.7 Self-disclosure</li> <li>1.6 Analytic skills <ul style="list-style-type: none"> <li>1.6.1 Observing differences between content and process</li> <li>1.6.2 Identifying bargaining information</li> <li>1.6.3 Applying strategies to manage process</li> <li>1.6.4 Applying steps in negotiating process</li> <li>1.6.5 Strategies to manage conflict</li> <li>1.6.6 Steps in negotiating process</li> </ul> </li> <li>1.7 Options within organization and externally for resolving conflict</li> </ul>
2. Non-verbal environments	<ul style="list-style-type: none"> <li>2.1 Friendly reception</li> <li>2.2 Warm and welcoming room</li> <li>2.3 Refreshments offered</li> <li>2.4 Lead in conversation before negotiation begins</li> </ul>
3. Active listening	<ul style="list-style-type: none"> <li>3.1 Attentive</li> <li>3.2 Don't interrupt</li> <li>3.3 Good posture</li> <li>3.4 Maintain eye contact</li> <li>3.5 Reflective listening</li> </ul>
4. Questioning techniques	<ul style="list-style-type: none"> <li>4.1 Direct</li> <li>4.2 Indirect</li> <li>4.3 Human Open-ended</li> </ul>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome.</li> <li>1.2 participated in negotiation with at least one person to achieve an agreed outcome.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Codes of practice and guidelines for the organization.</li> <li>2.2. Organization policy and procedures for negotiations.</li> <li>2.3. Decision making and conflict resolution strategies procedures.</li> <li>2.4. Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation.</li> <li>2.5. Flexibility.</li> <li>2.6. Empathy.</li> </ul>
3. Underpinning skill	<ul style="list-style-type: none"> <li>3.1 Interpersonal skills to develop rapport with other parties.</li> <li>3.2 Communication skills (verbal and listening).</li> <li>3.3 Observation skills.</li> <li>3.4 Negotiation skills.</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> </ul>

	<p>4.4 Tidiness and timeliness</p> <p>4.5 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in workplace</p>
5. Resource implication	<p>The following resources MUST be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Human resources (negotiators).</p>
6. Methods of assessment	<p>6.1 Demonstration</p> <p>6.2 Oral questioning</p> <p>6.3 Written test</p>
7. Context of assessment	<p>7.1. Competency assessment must be done in NSDA accredited center.</p> <p>7.2. Assessment should be done by NSDA certified/ nominated assessors</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## **The Sector Specific Competencies**

<b>Unit Code and Title</b>	<b>SUICT002L4V1: Operate Office Application Software</b>
<b>Nominal Hours</b>	<b>25 hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to operate office application software. It specifically includes operating computer, installing application software, using word processor to prepare/create documents, using spread sheet to create /prepare worksheets, using presentation software to create / prepare presentation, and print in ga document.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variable Training Components
1. Operate computer	<p>1.1 Safe workplace practices are observed according to IT workplace guideline.</p> <p>1.2 Desktop <b><u>Peripherals</u></b> are checked and connected with computer properly.</p> <p>1.3 Computer is switched on.</p> <p>1.4 Computer <b><u>desktop / GUI settings</u></b> are arranged and customized as per requirement.</p> <p>1.5 Files and folders are <b><u>manipulated</u></b> as per requirement.</p> <p>1.6 Properties of files and folders are viewed and searched.</p> <p>1.7 Disks are defragmented, formatted as per requirement.</p>
2. Install application software	<p>2.1 Installation requirements of software are identified and listed.</p> <p>2.2 Software sources and CD key/ password are assured.</p> <p>2.3 <b><u>Appropriate Software</u></b> are collected and selected as per requirement.</p> <p>2.4 Software installation is started.</p> <p>2.5 Customization is done as per requirement.</p> <p>2.6 Steps of installation are followed as per installation Instructions.</p> <p>2.7 Installations are completed properly.</p> <p>2.8 Correctness of Installation is checked.</p>
3. Use word processor to prepare/create documents	<p>3.1 Appropriate <b><u>word processor</u></b> is Selected and started.</p> <p>3.2 Documents are created as per requirement in Personal use and office environment.</p> <p>3.3 Contents are entered.</p> <p>3.4 Documents are formatted.</p> <p>3.5 Paragraph and page settings are completed.</p> <p>3.6 Document is saved.</p>
4. Use spreadsheet to create /prepare worksheets	<p>4.1 <b><u>Spreadsheet applications</u></b> are selected and started.</p> <p>4.2 Worksheets are created as per requirement in Personal use and office environment.</p> <p>4.3 Data are entered</p> <p>4.4 Functions are used for calculating and editing logical operation</p>



	4.5 Sheets are formatted as per requirement. 4.6 Charts are created. 4.7 Charts/ Sheets are saved.
5. Use presentation software to create / prepare presentation	5.1 Appropriate <b>presentation applications</b> are selected and started 5.2 Presentation is created as per requirement in personal use and office environment 5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements. 5.4 Presentations are formatted and animated. 5.5 Presentations are viewed and saved.
6. Print a document	6.1. Printer is connected with computer. 6.2. Power is switched on at both the power outlet and printer. 6.3. Printer is installed and added. 6.4. Paper of proper size is put into printer. 6.5. Correct printer setting is selected 6.6. Document is previewed and printed. 6.7. Print from the printer spool is viewed or cancelled and unsaved data is saved as per requirements. 6.8. Opened software is closed. 6.9. Devices are shut down.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to: )</b>
1. Peripherals	1.1 Monitor 1.2 Keyboard 1.3 Mouse 1.4 Modem 1.5 Scanner 1.6 Printer
2. Desktop/ GUI settings	2.1 Icons 2.2 Taskbar 2.3 View 2.4 Resolutions
3. Manipulate	3.1 Create 3.2 Open 3.3 Copy 3.4 Rename 3.5 Delete 3.6 Sort
4. Appropriate Software	5.1 Word processor. 5.2 Spread sheet application. 5.3 Presentation application.
5. Word processor	6.1 MS Word processor 6.2 Openoffice.org 6.3 Google docs 6.4 Word perfect 6.5 LibreOffice
6. Spread sheet applications	7.1 MS Excel 7.2 Google Sheets 7.3 Apple Numbers by Apple
7. Presentation	8.1 MS PowerPoint

application	8.2 Google Slides 8.3 Prezi
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 installed Operating system 1.2 manipulated Files and folders as per requirement 1.3 installed application software 1.4 used functions in spread sheet. 1.5 applied animations into presentation slide. 1.6 printed document.
2. Underpinning knowledge	2.1 Desktop items 2.2 Type of Bangla keyboard layout 2.3 Different type of software and application packages 2.4 Use of word processor, spread sheet and presentation software 2.5 Type of printers 2.6 Type of charts, Impotence of chart 2.7 Different type of math and logical functions.
3. Underpinning skill	3.1 Starting computer 3.2 Installing Operating system 3.3 Managing desktop item 3.4 Manipulating Files and folders as per requirement 3.5 Installing application software 3.6 Running application software 3.7 Creating and saving document with word processing application. 3.8 Using functions in spread sheet. 3.9 Applying animations into presentation slide. 3.10 Printing document.
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource implication	Following Resources must be provided 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of assessment	7.1. Competency assessment must be done in NSDA accredited center. 7.2. Assessment should be done by NSDA certified/

	nominated assessors
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**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

<b>Unit Code and Title</b>	<b>SUICT004L4V1: Comply to Ethical Standards in the Workplace</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to comply to ethical standards in IT workplace. It specifically includes upholding the requirements of clients, delivering quality products and services, maintaining professionalism at workplace, and maintaining workplace code of conduct.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Uphold the requirements of clients	1.1 Clients' requirements are identified. 1.2 Confidentiality of information is maintained in accordance with workplace policies / organizational policies/national legislation. 1.3 Potential conflicts of interest are identified and involved parties of potential conflicts are notified. 1.4 Proprietary rights of client/customer are asserted.
2. Deliver quality products and services	2.1. Products and services are provided according to the clients' requirements. 2.2. Work is completed as per standards. 2.3. Quality processes are implemented when developing products and services.
3. Maintain professionalism at workplace	3.1 Work processes are delivered as per standards. 3.2 Skills, knowledge and qualifications are presented in a professional manner. 3.3 Services and products developed by self and others are delivered as per workplace standard. 3.4 Unbiased and objective information are provided to clients. 3.5 Realistic estimates for time, cost and delivery of outputs are presented during negotiation.
4. Maintain workplace code of conduct.	4.1 Workplace code of conduct are interpreted 4.2 Workplace code of conduct is followed.
<b>Range of variables</b>	
<b>Variables</b>	<b>Range (may include but not limited to):</b>
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 asserted <i>proprietary rights of client/customer</i> . 1.2 completed work to industry and international standards. 1.3 implemented quality processes when developing products and services.

	<p>1.4 delivered services and products developed by self and others.</p> <p>1.5 provided unbiased and objective information to clients.</p> <p>1.6 followed workplace code of conduct.</p>
2. Underpinning knowledge	<p>2.1. Corporate code of confidentiality of information</p> <p>2.2. organizational policies, national legislation and workplace policies in relation to IT sector</p> <p>2.3. Law and regulations pertaining to proprietary rights</p> <p>2.4. Quality processes for products and services</p> <p>2.5. Procedure of provided to client information</p> <p>2.6. Method of estimating for time, cost and delivery products and services</p> <p>2.7. Workplace code of conduct in IT sector</p>
3. Underpinning Skills	<p>3.1. Upholding confidentiality of information in accordance with organizational policies, national legislation and workplace policies</p> <p>3.2. Asserting proprietary rights of client/customer</p> <p>3.3. Completing work in accordance with industry and international standards</p> <p>3.4. Implementing quality processes when developing products and services</p> <p>3.5. Delivering correctly services and products developed by self and others</p> <p>3.6. Providing unbiased and objective information are to clients.</p> <p>3.7. Presenting realistic estimates for time, cost and delivery of outputs during negotiation</p> <p>3.8. Following workplace code of conduct</p>
4. Underpinning Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Environmental concerns</p> <p>4.5 Eagerness to learn</p> <p>4.6 Tidiness and timeliness</p> <p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace.</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</p> <p>5.2 Required learning materials.</p>
6. Methods of Assessment	<p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>

7. Context of Assessment	7.1. Competency assessment must be done in NSDA accredited center. 7.2. Assessment should be done by NSDA certified/nominated assessors
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**Accreditation Requirements**

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## The Occupation Specific Competencies

<b>Unit Code and Title</b>	<b>OUSMM001L3V1: Interpret Concepts of Digital Marketing</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to Interpret concepts of Digital Marketing. It specifically includes the tasks of interpreting concepts of Digital Marketing, applying strategies & measurement for Digital Marketing control and analysis, exploring lead generation and lead nurturing techniques, interpreting ethics and guidelines for Digital Marketing and identifying career opportunities in the Digital Marketing,
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret Concepts of Digital Marketing	1.1 Digital Marketing is interpreted; 1.2 <b><u>Types of Digital Marketing</u></b> are comprehended; 1.3 Uses of Digital Marketing are identified; 1.4 Strategies of Digital Marketing are interpreted; 1.5 <b><u>Software for Digital Marketing</u></b> are identified;
2. Apply strategies & measurement for Digital Marketing control and analysis	2.1. Digital Marketing strategies are interpreted; 2.2. Measurement and analysis of Digital Marketing are applied. 2.3. Ins & outs of Digital Marketing are identified; 2.4. Ins & outs of Digital Marketing are applied;
3. Explore lead generation and lead nurturing techniques	3.1 <b><u>Lead Generation techniques</u></b> are identified; 3.2 Lead Generation Nurturing are identified and interpreted; 3.3 "Lead nurturing is the process of building relationships" are identified and interpreted; 3.4 Ways of traffic generator are applied;
4. Interpret ethics and guidelines for Digital Marketing	4.1 Required Digital Marketing ethics are specified; 4.2 Digital Marketing KPI measurement Tools are analyzed; 4.3 Basic Digital Marketing guidelines are Interpreted; 4.4 Appropriate Digital Marketing Policies are identified; 4.5 Ethical Digital Contents are interpreted;
5. Identify career opportunities in the Digital Marketing	5.1 Local and international Digital Marketing job platforms are identified; 5.2 Positions/jobs in the Digital Marketing are identified; 5.3 Rapidly growing and evolving career path is interpreted;
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):



1. Types of Digital Marketing	<ul style="list-style-type: none"> <li>1.1 SEO</li> <li>1.2 SEM</li> <li>1.3 SMM</li> <li>1.4 Lead Generation and E-commerce</li> <li>1.5 Affiliate Marketing</li> </ul>
2. Software for Digital Marketing	<ul style="list-style-type: none"> <li>2.1 MailChimp</li> <li>2.2 Marketo</li> <li>2.3 Google Analytics</li> <li>2.4 SEMrush</li> <li>2.5 Ahrefs</li> </ul>
3. Lead Generation technique	<ul style="list-style-type: none"> <li>3.1 SEO</li> <li>3.2 SEM</li> <li>3.3 SMM</li> <li>3.4 Email Marketing</li> <li>3.5 Content Marketing</li> </ul>
<p><b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified of Digital Marketing</li> <li>1.2 Identified career opportunities in the Digital Marketing</li> <li>1.3 Identified Software for Digital Marketing</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Types of Digital Marketing</li> <li>2.2 Uses of Digital Marketing</li> <li>2.3 Strategies of Digital Marketing</li> <li>2.4 Basic guidelines for Digital Marketing</li> <li>2.5 Measurement and analysis for Measurement and analysis of Digital Marketing</li> <li>2.6 Career opportunities in Digital Marketing</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Demonstrating opportunities to continuously improve technical skills in Digital Marketing.</li> <li>3.2 Demonstrating capabilities to develop technical skills in Digital Marketing with materials, tools and equipment</li> <li>3.3 Identifying Strategies of Digital Marketing</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>

5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</p> <p>5.2 Required learning materials.</p>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessors.</p>

**Accreditation Requirements**

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<b>Unit Code and Title</b>	<b>OUSMM002L4V1: Apply Social Media Marketing</b>
<b>Nominal Hours</b>	<b>130 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to apply social media marketing. It specifically includes the tasks of interpreting social media marketing, practicing Facebook marketing, Instagram marketing, Twitter marketing and Pinterest marketing and LinkedIn marketing.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret Social Media Marketing	1.1 Importance of Social Media Marketing is identified; 1.2 Types of <b><u>Social Media Content</u></b> are interpreted; 1.3 <b><u>Social Media Management Tools</u></b> are identified;
2. Practice Facebook Marketing	2.1 Facebook for Business is interpreted; 2.2 Page and group are Created and Optimized; 2.3 Ad is created and managed; 2.4 Facebook Pixel, Standard Events, and Custom Conversions are applied; 2.5 Facebook insights are interpreted;
3. Practice Instagram Marketing	3.1 Instagram Marketing is interpreted; 3.2 Bio & Profile Image are created and optimized; 3.3 Things to Post and When to Post are explained; 3.4 Roles of Captions & Hashtags are identified; 3.5 Ways to Convert Instagram Followers to Sales & Leads are executed; 3.6 Creation of Ads and Analytics are performed; 3.7 Stories, Reels and IGTV are explained;
4. Practice Twitter Marketing	4.1 Twitter Marketing is interpreted; 4.2 Profile is created and optimized; 4.3 What to Tweet and How to Interact on Twitter are interpreted; 4.4 Hashtags & Trends are applied; 4.5 Ways of growing Followers are explained; 4.6 Ad is created and managed; 4.7 Audience Manager & Universal Tag are explained; 4.8 Twitter Conversion Tracking & Remarketing are interpreted; 4.9 Twitter Reporting and Analytics are explained;

5. Practice Pinterest Marketing	5.1 Basic concepts of Pinterest Marketing are interpreted; 5.2 Profile is created and optimized; 5.3 Pinterest Product Pins and Rich Pins are created; 5.4 Pinterest Tag and Events are interpreted;
6. Practice LinkedIn Marketing	6.1 LinkedIn Marketing is interpreted; 6.2 <b>Profile</b> is created and optimized; 6.3 Company Page and Group are created and managed; 6.4 Ad is created and managed; 6.5 Sales Navigator is interpreted;
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Social Media Contents	1.1 Text 1.2 Image 1.3 Audio 1.4 Video
2. Social Media Management Tools	2.1 Buffer 2.2 Hootsuite
3. Profile	3.1 Personal 3.2 Business/ Company
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 shared and applied type of Social Media Contents 1.2 identified Social Media Management Tools 1.3 created and managed social media Ads
2. Underpinning Knowledge	2.1 Social Media Contents 2.2 Social Media Contents tools 2.3 Use of Hashtags 2.4 Social media management
3. Underpinning Skills	3.1 Demonstrating basic skills of Social Media Contents 3.2 Identifying Social Media Management Tools

4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written Test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited center.</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessors</li> </ul>

**Accreditation Requirements**

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<b>Unit Code and Title</b>	<b>OUSMM003L3V1: Interpret Search Engine Marketing (SEM)</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to Interpret Search Engine Marketing (SEM). It specifically includes the tasks of Interpreting concepts of SEM and applying strategies and measurement for SEM
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret concepts of SEM	1.1 Search Engine Marketing is interpreted; 1.2 Importance of SEM is interpreted; 1.3 Keyword is researched; 1.4 A <b><u>campaign</u></b> is planned;
2. Apply strategies and measurement for SEM	2.1 SEM strategies are interpreted; 2.2 Measurement and analysis of SEM are applied; 2.3 Ins & outs of SEM are identified; 2.4 Ins & outs of SEM are applied; 2.5 Digital Marketing KPI measurement Tools are analyzed;
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Campaign	1.1 Search Campaign; 1.2 GDN Campaign; 1.3 Email Campaign; 1.4 YouTube Campaign; 1.5 Discovery Campaign;
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Interpreted concepts of SEM; 1.2 Applied strategies for SEM; 1.3 Applied measurement for SEM;

2. Underpinning knowledge	2.1 Search Engine Marketing; 2.2 Importance of SEM; 2.3 Strategies of SEM; 2.4 measurement for SEM; 2.5 Ins & outs of SEM; 2.6 KPI measurement Tools;
3. Underpinning Skills	3.1 Applying concept of SEM; 3.2 Applying concept of SEM campaign; 3.3 Applying concept of Ins and Outs of SEM; 3.4 Applying concept of KPI measurement;
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.3 Competency assessment must be done in NSDA accredited center. 7.4 Assessment should be done by NSDA certified/ nominated assessors.
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OUSMM004L3V1: Practice Basic Search Engine Optimization (SEO)</b>
<b>Nominal Hours</b>	<b>80 hours</b>
<b>Unit Descriptor</b>	This unit of competency covers the knowledge, skills and attitude required to Practice basic search engine optimization (SEO). It specifically includes the task of Interpreting basic concepts of SEO, Applying On-Page SEO and Off-Page SEO.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variable
1. Interpret basic concepts of SEO	1.1. SEO is interpreted; 1.2. <b><u>Major Search Engines</u></b> are identified and listed; 1.3. Importance of web ranking is interpreted; 1.4. Backlinks and their importance are interpreted; 1.5. <b><u>Browsers, Addons/Extension</u></b> and <b><u>tools</u></b> are identified; 1.6. Domain Authority and Page Authority are interpreted;
2. Apply On-Page SEO	2.1 <b><u>Keywords Research</u></b> & Analysis are performed; 2.2 Latent Semantic Indexing (LSI) Technique is interpreted; 2.3 Keywords Density & Stuffing technique are stated; 2.4 Title, URL, Meta and header Tag are optimized; 2.5 Anchor Text and Internal/External Links are demonstrated; 2.6 <b><u>Contents</u></b> are optimized; 2.7 Initial Site Analysis is performed;
3. Apply Off-Page SEO	3.1. Search Engines are submitted; 3.2. Directory is submitted; 3.3. Social Bookmarking is performed; 3.4. Blog Posting and Commenting are prepared; 3.5. Forum Posting is applied;
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to:)
1. Major Search Engines	3.1 Google 3.2 BING 3.3 Yahoo
2. Browsers	2.1. Google Chrome 2.2. Mozilla Firefox
3. Addons/ Extension	3.1 Mozbar 3.2 Keyword Everywhere



	3.3 SEO Quake
4. Contents	4.1 Text 4.2 Image 4.3 Audio 4.4 Video 4.5 Slide Content
5. Tools	5.1 Google keyword planner 5.2 Keyword Shitter 5.3 Uber Suggest 5.4 Ahrefs 5.5 Google Trends
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	1.1. Interpreted SEO; 1.2. Performed Keywords Research & Analysis; 1.3. Optimized Title, URL, Meta and header Tag; 1.4. Optimized Content;
2. Underpinning knowledge	2.1. Basic Computer knowledge; 2.2. Internet browsing; 2.3. Importance of web ranking; 2.4. Back links; 2.5. Anchor Text; 2.6. Internal/External Links;
3. Underpinning skill	3.1 Listing major search engine 3.2 interpreting Back links 3.3 Analyzing Keywords Research 3.4 Optimizing content 3.5 Submitting directory and Social Bookmarking
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource implication	The following resources must be provided 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of assessment	6.1 Demonstration 6.2 Oral questioning

	6.3 Written test
	6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in NSDA accredited center.
	7.2 Assessment should be done by NSDA certified/ nominated assessors.
<b>Accreditation Requirements</b>	
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This Competency Standard for **Digital Marketing (Social Media Marketing) for freelancer** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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