



## **Skills for Employment Investment Program (SEIP)**

### **COMPETENCY STANDARD FOR PROFESSIONAL DIGITAL MARKETING (IT SECTOR)**

**Finance Division, Ministry of Finance  
Government of the People's Republic of Bangladesh**

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## Copyright

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The Competency Standards for Professional Digital Marketing is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job. This document is owned by the Finance Division of the Ministry of Finance, the Govt. of the People's Republic of Bangladesh, developed under the Skills for Employment Investment Program (SEIP). Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

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## Introduction

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The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill ecosystem and delivery mechanism through a combination of well defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a market responsive inclusive skills training delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up skilling of the 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 programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This competency standard was developed by the collaboration of Skills for Employment Investment Program (SEIP) and Light Engineering Industry Skills Council (LEISC). A series of stakeholder consultations, workshops were held to develop this document.

This document 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.

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

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A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the 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 occupation specific experts, academicians, representatives from NSDA, SEIP and ISC to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude required to effectively perform in workplace. Competency standards acknowledge that people can achieve vocational and technical competencies 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 workplace or at training organization or any combination of these.

Competency standards consist of numbers of unit of competencies. 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 guides.

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.

## Approval Sheet

Identification and validation of units of competency and elements for this occupation were made by experts of this sector. A series of meetings were held to accurately capture Industry and employer needs, and develop the competency framework that would help to enhance the employability of the youth trained. The process started on 21 January 2021 and concluded with a validation workshop with working group on 14 March 2021.

## Experts involved

### Task Analysis Workshop

Industry experts and academicians who provided their valuable inputs to construct this competency standard (Held on 27 January 2021).

| S. N. | Name                         | Organization             | Designation  |
|-------|------------------------------|--------------------------|--|
| 1.    | Mr. Mursil Mahmud            | SEIP                     | Quality Assurance Officer (CSE)                    |
| 2.    | Mr. Asfaqur Rahman           | Invento Software Limited | Chief Executive Officer                            |
| 3.    | Mr. Md Torikul Islam         | UY Lab                   | Head of Digital Marketing                          |
| 4.    | Mr. Uttam Kumar Sarker       | BASIS (BITM)             | Senior Assistant Trainer (SEO & Digital Marketing) |
| 5.    | Mr. Md. Saif Uddin           | Switch Contact           | Consultant   |
| 6.    | Mr. Md Rafiqul Islam Bhuiyan | LEISC-SEIP Project       | Chief Executive Officer (CEO)                      |
| 7.    | Engr. S.M Shameem Ahsan      | LEISC-SEIP Project       | Curriculum Development & Training Executive        |
| 8.    | Engr. Md Abul Kalam Azad     | LEISC-SEIP Project       | Assessment & Certificate Executive                 |
| 9.    | Mr. Sacchidanand Majumder    | LEISC-SEIP Project       | LMI & Research Executive                           |

### Development Workshop

Competency standard development workshop participants (Held on 7 February 2021)

| S.N. | Name                         | Organization                         | Designation                                 |
|------|------------------------------|--------------------------------------|---|
| 1.   | Mr. Mursil Mahmud            | SEIP                                 | Quality Assurance Officer (CSE)             |
| 2.   | Mr.Md. Nizamul Islam         | DGM Team                             | CEO & MD                                    |
| 3.   | Mr. Shadab Mahbub            | WebAble Bangladesh Limited           | Director                                    |
| 4.   | Mr. Md. Saddam Hossain       | Digital Marketing Learning & Earning | Trainer                                     |
| 5.   | Mr. Md. Saif Uddin           | Switch Contact                       | Consultant                                  |
| 6.   | Mr. Md Rafiqul Islam Bhuiyan | LEISC-SEIP Project                   | Chief Executive Officer (CEO)               |
| 7.   | Engr. S.M Shameem Ahsan      | LEISC-SEIP Project                   | Curriculum Development & Training Executive |
| 8.   | Engr. Md Abul Kalam Azad     | LEISC-SEIP Project                   | Assessment & Certification Executive        |
| 9.   | Mr. Sacchidanand Majumder    | LEISC-SEIP Project                   | LMI & Research Executive                    |

## Validation workshop

Competency standard validation workshop participants (Held on 14 March 2021)

| S.N. | Name                          | Organization       | Designation                                 |
|------|-------------------------------|--------------------|---|
| 1.   | Mr. Md. Zahidul Haque         | SEIP               | Executive Project Director (EPD)            |
| 2.   | Mr. Mohammad Yasin            | SEIP               | DEPD (Public)                               |
| 3.   | Ms. Rehana Parveen            | SEIP               | DEPD (Private-2)                            |
| 4.   | Dr. Md. Sanwar Jahan Bhuiyan  | SEIP               | DEPD (Private-1)                            |
| 5.   | Ms. Sayeda Afroz              | SEIP               | AEPD (Private-5)                            |
| 6.   | Dr. Md. Jahirul Islam         | SEIP               | AEPD (Public-1)                             |
| 7.   | Mr. Md. Ruhul Amin            | SEIP               | AEPD (Private-4)                            |
| 8.   | Mr. Mohiuzzaman               | SEIP               | Course Specialist                           |
| 9.   | Mr. Md. Nurul Islam           | SEIP               | TVET Specialist                             |
| 10.  | Mr. Mursil Mahmud             | SEIP               | Quality Assurance Officer                   |
| 11.  | Mr. Saifuzzaman Mia           | SEIP               | Quality Assurance Officer                   |
| 12.  | Mr. Md. Amir Zahan            | SEIP               | Quality Assurance Officer                   |
| 13.  | Mr. Al-MustafaTawqir Hossain  | SEIP               | Quality Assurance Officer                   |
| 14.  | Mr. Mohammad Guljar Hossain   | SEIP               | Quality Assurance Officer                   |
| 15.  | Mr. Younus Ali Mashud         | Ultima Bangladesh  | Asst. Manager, Brand & Digital Marketing    |
| 16.  | Mr. Mohammad Asif             | Xanetech Ltd       | Founder                                     |
| 17.  | Mr. Md. Rabius Sami           | Odex               | Freelancer                                  |
| 18.  | Mr. A.K.M Ashraful Islam      | LEISC-SEIP Project | Assistant Executive (F&A)                   |
| 19.  | Mr. Md. Rafiqul Islam Bhuiyan | LEISC-SEIP Project | Chief Executive Officer                     |
| 20.  | Engr. S.M Shameem Ahsan       | LEISC-SEIP Project | Curriculum Development & Training Executive |
| 21.  | Mr. A.K.M Ashraful Islam      | LEISC-SEIP         | Assistant Executive (F&A)                   |

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a unit of competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

## Course Structure

| SL No                                      | Code              | Units of competency   | UOC Level | Duration (hours) |
|--|-------------------|---|-----------|------------------|
| <b>A. Generic competencies</b>             |                   |   |           |                  |
| 1.   | SEIP-ICT-PDM-01-G | Work in a team environment                                  | 1         | 15               |
| 2.   | SEIP-ICT-PDM-02-G | Demonstrate Interpersonal and Communication Skills          | 2         | 15               |
| 3.   | SEIP-ICT-PDM-03-G | Support innovation and Manage Change                        | 4         | 10               |
| <b>Sub-Total</b>                           |                   |   |           | <b>40</b>        |
| <b>B. Sector-Specific Competencies</b>     |                   |   |           |                  |
| 1.   | SEIP-ICT-PDM-01-S | Access Information Using Internet and Electronic Mail       | 1         | 8                |
| 2.   | SEIP-ICT-PDM-02-S | Comply to Ethical Standards in IT Workplace                 | 2         | 12               |
| <b>Sub-Total</b>                           |                   |   |           | <b>20</b>        |
| <b>C. Occupation-Specific Competencies</b> |                   |   |           |                  |
| 1.   | SEIP-ICT-PDM-01-O | Interpret Concept of Digital Marketing                      | 3         | 20               |
| 2.   | SEIP-ICT-PDM-02-O | Interpret Content Development Process for Digital Marketing | 3         | 15               |
| 3.   | SEIP-ICT-PDM-03-O | Perform Search Engine Optimization (SEO)                    | 3         | 90               |
| 4.   | SEIP-ICT-PDM-04-O | Perform Social Media Marketing                              | 3         | 60               |
| 5.   | SEIP-ICT-PDM-05-O | Apply Lead Generation                                       | 3         | 25               |
| 6.   | SEIP-ICT-PDM-06-O | Apply E-commerce Marketing                                  | 3         | 20               |
| 7.   | SEIP-ICT-PDM-07-O | Perform Affiliate Marketing                                 | 3         | 50               |
| 8.   | SEIP-ICT-PDM-08-O | Interpret Search Engine Marketing                           | 3         | 20               |
| <b>Sub-Total</b>                           |                   |   |           | <b>300</b>       |
| <b>Total Nominal Learning Hours</b>        |                   |   |           | <b>360</b>       |

## Competency Chart

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### Generic Competencies

|  |  |  |   |   |
|--|--|--|---|---|
| Work in a team environment                         | Identify team goals and processes              | Communicate and cooperate with team members      | Work as a team member                               | Solve problems as a team member                           |
| Demonstrate Interpersonal and Communication Skills | Apply interpersonal skills at the workplace    | Understand and communicate information and ideas | Prepare and present reports and workplace documents |   |
| Support innovation and Manage Change               | Identify needs for innovation in the workplace | Apply creative approach and solution             | Support flexible and innovative ways of working     | Adapt to emerging technological changes and opportunities |

### Sector Specific Competencies

|   |                                    |                                       |  |                                     |
|---|------------------------------------|---------------------------------------|--|-------------------------------------|
| Access Information Using Internet and Electronic Mail | Access resources from internet     | Use and manage electronic mail        | Use audio/video tools for information transfer |                                     |
| Comply to Ethical Standards in IT Workplace           | Uphold the requirements of clients | Deliver quality products and services | Maintain professionalism at workplace          | Maintain workplace code of conduct. |

## Occupation Specific Competencies

|   |   |                            |                                      |                       |
|---|---|----------------------------|--------------------------------------|-----------------------|
| Create Shapes and Artwork                       | Apply basic drawing and design techniques | Develop artwork project    |                                      |                       |
| Perform Pre-Production Activities for Animation | Determine animation requirements          | Generate animation layout) |                                      |                       |
| Create 2D Animations                            | Build character and environment           | Develop 2D animations      | Finalize 2D animations               |                       |
| Create 3D Animations                            | Create models and images                  | Develop 3D animations      | Tune created 3D animation and render | Finalize 3D animation |

## Units and Elements Table

### Generic Competencies (40 hrs.)

| Code               | Unit of competency                                 | Elements of competency   | Duration (hours) |
|--------------------|--|--|------------------|
| SEIP-ICT-PDM-01-G  | Work in a team environment                         | <ol style="list-style-type: none"> <li>1 Identify team goals and processes</li> <li>2 Communicate and cooperate with team members</li> <li>3 Work as a team member</li> <li>4 Solve problems as a team member</li> </ol>   | 15               |
| SEIP-ICT-PDM-02-G  | Demonstrate Interpersonal and Communication Skills | <ol style="list-style-type: none"> <li>1 Apply interpersonal skills at the workplace</li> <li>2 Understand and communicate information and ideas</li> <li>3 Prepare and present reports and workplace documents</li> </ol>   | 15               |
| SEIP-ICT-PDM-03-G  | Support innovation and Manage Change               | <ol style="list-style-type: none"> <li>1 Identify needs for innovation in the workplace</li> <li>2 Apply creative approach and solution</li> <li>3 Support flexible and innovative ways of working</li> <li>4 Adapt to emerging technological changes and opportunities</li> </ol> | 10               |
| <b>Total Hours</b> |  |  | <b>40</b>        |

**Sector-Specific Competencies (20 hrs.)**

| Code               | Unit of competency                                    | Elements of competency  | Duration (hours) |
|--------------------|---|---|------------------|
| SEIP-ICT-PDM-01-O  | Access Information Using Internet and Electronic Mail | <ol style="list-style-type: none"> <li>1. Access resources from internet</li> <li>2. Use and manage electronic mail</li> <li>3. Use audio/video tools for information transfer</li> </ol>   | 08               |
| SEIP-ICT-PDM-02-O  | 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> | 12               |
| <b>Total Hours</b> |   |   | <b>20</b>        |

### Occupation Specific Competencies (300 hrs.)

| Code               | Unit of competency  | Elements of competency   | Duration (hours) |
|--------------------|---|--|------------------|
| SEIP-ICT-PDM-01-O  | Interpret Concept of Digital Marketing                      | <ol style="list-style-type: none"> <li>1. Describe Basic concept of marketing</li> <li>2. Identify career opportunities in the Digital Marketing</li> <li>3. Interpret Ethics and guidelines for Digital Marketing</li> <li>4. Strategize Digital Marketing</li> </ol> | 20               |
| SEIP-ICT-PDM-02-O  | Interpret Content Development Process for Digital Marketing | <ol style="list-style-type: none"> <li>1. Generate Ideas for Content development</li> <li>2. Illustrate content development process</li> </ol>   | 15               |
| SEIP-ICT-PDM-03-O  | Perform Search Engine Optimization (SEO)                    | <ol style="list-style-type: none"> <li>1. Interpret basic concepts of SEO</li> <li>2. Apply On-Page SEO techniques</li> <li>3. Apply Off-Page SEO techniques</li> <li>4. Apply Technical SEO</li> <li>5. Apply Local SEO Techniques</li> </ol>                         | 90               |
| SEIP-ICT-PDM-04-O  | Perform Social Media Marketing                              | <ol style="list-style-type: none"> <li>1. Interpret Social media marketing</li> <li>2. Create Profile on Social Media</li> <li>3. Perform Social Media Marketing (SMM)</li> <li>4. Apply video Marketing</li> </ol>  | 60               |
| SEIP-ICT-PDM-05-O  | Apply Lead Generation                                       | <ol style="list-style-type: none"> <li>1. Interpret and apply Email Marketing</li> <li>2. Manage and Analyze Email Marketing</li> <li>3. Identify and Apply Lead Generation</li> </ol>   | 20               |
| SEIP-ICT-PDM-06-O  | Apply E-commerce Marketing                                  | <ol style="list-style-type: none"> <li>1. Setup Online Store</li> <li>2. Perform property submission and management</li> <li>3. Perform e-commerce marketing</li> </ol>  | 20               |
| SEIP-ICT-PDM-07-O  | Perform Affiliate Marketing                                 | <ol style="list-style-type: none"> <li>1. Interpret Affiliate Marketing</li> <li>2. Select Network/Platform for affiliate marketing</li> <li>3. Apply Marketing with affiliate</li> </ol>  | 50               |
| SEIP-ICT-PDM-08-O  | Interpret Search Engine Marketing                           | <ol style="list-style-type: none"> <li>1. Interpret the concepts of SEM</li> <li>2. Apply SEM</li> </ol>   | 20               |
| <b>Total Hours</b> |   |  | <b>300</b>       |

## **The Generic (Basic) Competencies**

|  |   |
|--|---|
| <b>Unit Code and Title</b>                     | <b>SEIP-ICT-PDM-01-G: Work in a Team Environment</b>  |
| <b>Nominal Hours</b>                           | 15 Hours  |
| <b>Unit descriptor</b>                         | This unit covers the knowledge, skills and attitudes required to work in a team environment. It specifically includes identifying team goals and processes, communicating and cooperating with team members, participating in team discussions, working as a team member and solving problems as a team member.   |
| <b>Elements of Competency</b>                  | <b>Performance Criteria</b><br><b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components  |
| 1. Identify team goals and processes           | 1.1 Team goals and collaborative decision-making processes are identified.<br>1.2 Role and common goals of the team are defined from available sources of information.<br>1.3 Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.   |
| 2. Communicate and cooperate with team members | 2.1 Communication and negotiation skills are applied and maintained in all relevant situations.<br>2.2 Constructive contributions are made to workplace discussions on such issues as production, quality and safety.<br>2.3 Goals/ objectives and action plans undertaken in the workplace are communicated promptly.<br>2.4 Information regarding problems and issues are organized coherently to ensure clear and effective communication.<br>2.5 Dialogue is initiated with appropriate personnel.<br>2.6 Communication problems and issues are raised<br>2.7 Barriers to communication are identified and resolved |
| 3. Work as a team member                       | 3.1 Effective forms of communication are used to interact with team members in discussing team activities and objectives.<br>3.2 Mutual respect, empathy and active collaboration are demonstrated<br>3.3 Communication channels are followed as per workplace context.   |
| 4. Solve problems as a team member             | 4.1 Current and potential problems faced by team are identified.<br>4.2 Problems are investigated and analyzed.<br>4.3 Potential solutions of problem are identified.<br>4.4 Recommendations about possible solutions are developed, documented, ranked and presented to team members for decision.   |
| <b>Range of Variables</b>                      |   |
| <b>Variables</b>                               | <b>Range</b> (may include but not limited to)   |
| 1. Sources of information                      | 1.1 Organizational structures<br>1.2 Operations Manuals<br>1.3 Job description<br>1.4 Standard operating procedures   |
| 2. Workplace discussions                       | 2.1 Coordination meetings<br>2.2 Toolbox discussion<br>2.3 Peer-to-peer discussion  |
| 3. Team members                                | 3.1 Coach / members<br>3.2 Supervisor / manager<br>3.3 Peers / colleagues<br>3.4 Other members /Employee representative of the organization.  |

|  |   |
|--|---|
| 4. Workplace context   | <p>4.1 National Laws and Statutes</p> <p>4.2 Standard Operating Procedures</p> <p>4.3 Workplace Rules and Regulations</p>   |
| <p>Evidence guides</p> <p>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>1.1 Demonstrated knowledge in working in a team environment.</p> <p>1.2 Satisfied the requirements mentioned in the performance criteria and range of variables.</p>   |
| 2. Underpinning knowledge  | <p>2.1 Sources of information define</p> <p>2.2 Team structure, role, and responsibility.</p> <p>2.3 Individual member's roles and responsibilities.</p> <p>2.4 Effective verbal communication methods</p> <p>2.5 Communication flow and reporting structures.</p> <p>2.6 Interpersonal communication skills.</p> <p>2.7 Organization requirements for written and electronic communication methods</p> <p>2.8 Communication problems and issues</p> <p>2.9 Barriers in communication</p> <p>2.10 Team planning.</p> <p>2.11 Team meeting procedures.</p> <p>2.12 Workplace etiquette</p> <p>2.13 Industry maintenance, service and helpdesk practices, processes and procedures</p> <p>2.14 Industry standard diagnostic tools</p> <p>2.15 Malfunctions and resolutions</p>  |
| 3. Underpinning skill  | <p>3.1 Organizing sources of information</p> <p>3.2 Identifying the role and responsibility of the team.</p> <p>3.3 Identifying roles and responsibilities of individual members.</p> <p>3.4 Identifying effective verbal communication methods</p> <p>3.5 Identifying communication flow and reporting structure.</p> <p>3.6 Identifying interpersonal communication skills</p> <p>3.7 Complying with organization requirements for the use of written and electronic communication methods</p> <p>3.8 Negotiation and communication skills</p> <p>3.9 Participating in team discussion.</p> <p>3.10 Working as a team member.</p> <p>3.11 Participating in a variety of workplace discussions</p> <p>3.12 Effective clarifying and probing skills</p> <p>3.13 Identifying issues</p> <p>3.14 Identifying current industry standard diagnostic tools</p> <p>3.15 Describing common malfunctions and resolutions.</p> <p>3.16 Determining the root cause of a routine malfunction</p> |
| 4. Required attitude   | <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 Eagerness to learn</p> <p>4.5 Tidiness and timeliness</p> <p>4.6 Environmental concerns</p> <p>4.7 Respect for rights of peers and seniors at workplace</p> <p>4.8 Communication with peers and seniors at workplace</p>  |
| 5. Resource implication  | <p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Relevant materials and equipment.</p> <p>5.3 Relevant specifications or work instructions.</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 an assessment/training centre or in an actual or simulated work place after Completion of the training module.</p> <p>7.2 Assessment should be done by a suitably qualified/certified assessor.</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 national 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>SEIP-ICT-PDM-02-G: Demonstrate Interpersonal and Communication Skills</b>   |
| <b>Nominal Hours</b>                                   | 15 Hours   |
| <b>Unit Descriptor</b>                                 | This unit covers the knowledge, skills and attitude required to demonstrate interpersonal and communication skills. It specifically includes applying interpersonal skills at the workplace, understanding and communicating information and ideas, preparing and presenting reports and documents.  |
| <b>Elements of Competency</b>                          | <b>Performance Criteria</b><br><b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components   |
| 1. Apply interpersonal skills at the workplace         | 1.1 <b><u>Workplace interpersonal skills</u></b> are interpreted.<br>1.2 The impacts of interpersonal skills are described.<br>1.3 Interpersonal skills are performed in accordance with workplace procedures.<br>1.4 <b><u>Ways of improving interpersonal skills</u></b> are identified and followed.  |
| 2. Understand and communicate information and ideas    | 2.1 <b><u>Communication tools and equipment</u></b> are operated, and faults are identified and reported.<br>2.2 Consultative processes is used to collect and convey information.<br>2.3 Information systems is used to store, retrieve and update information.<br>2.4 Information data and information are analyzed and interpreted.<br>2.5 Information is communicated with individuals and groups. |
| 3. Prepare and present reports and workplace documents | 3.1 <b><u>Workplace documents</u></b> are interpreted.<br>3.2 Appropriate format for document is used to meet workplace requirements.<br>3.3 Document is drafted in accordance with workplace procedures.<br>3.4 Document is edited and presented in a final version appropriate to task.  |
| <b>Range of Variables</b>                              |  |
| <b>Variable</b>  | <b>Range</b> (may include but not limited to)  |
| 1. Interpersonal skills                                | 1.1 Effective communication<br>1.2 Cooperation<br>1.3 Giving and receiving feedback, feed-forward and professional criticism<br>1.4 Pressure handling<br>1.5 Time management<br>1.6 Acceptance of diversity<br>1.7 Supporting and encouraging others<br>1.8 Inclusiveness<br>1.9 Problem solving<br>1.10 Negotiation<br>1.11 Conflict management   |
| 2. Ways of improving interpersonal skills              | 2.1 Cultivate a positive outlook<br>2.2 Ask trusted friends or colleagues for constructive criticism   |

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|   | <ul style="list-style-type: none"> <li>2.3 Control emotions</li> <li>2.4 Observe other positive interpersonal interactions</li> <li>2.5 Practice active listening</li> <li>2.6 Seek out opportunities to build relationships</li> <li>2.7 Practice empathy</li> </ul>  |
| 3. Communication tools and equipment  | <ul style="list-style-type: none"> <li>3.1 Telephone</li> <li>3.2 Internet</li> <li>3.3 Mobile Phone</li> <li>3.4 Fax machines</li> <li>3.5 Two-way radio</li> </ul>   |
| 4. Workplace documents  | <ul style="list-style-type: none"> <li>4.1 Business Letters</li> <li>4.2 Business Reports</li> <li>4.3 Transactional Documents</li> <li>4.4 Memos</li> <li>4.5 Forms <ul style="list-style-type: none"> <li>4.5.1 Memorandum</li> <li>4.5.2 Requisitioning Form</li> <li>4.5.3 Personnel Form</li> <li>4.5.4 Safety Report Form</li> </ul> </li> </ul>   |
| <p><b>Evidence Guide</b><br/>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   | <ul style="list-style-type: none"> <li>1.1 Interpreted interpersonal skills</li> <li>1.2 Communicated information and ideas</li> <li>1.3 Prepared and presented workplace documents</li> </ul>   |
| 2. Underpinning Knowledge   | <ul style="list-style-type: none"> <li>2.1. Interpersonal skills</li> <li>2.2. Impacts of interpersonal skills</li> <li>2.3. Consultative processes</li> <li>2.4. Workplace documents</li> </ul>   |
| 3. Underpinning Skills  | <ul style="list-style-type: none"> <li>3.1 Demonstrating interpersonal skills</li> <li>3.2 Collecting workplace information</li> <li>3.3 Analyzing information and ideas</li> <li>3.4 Preparing workplace documents</li> <li>3.5 Presenting workplace documents</li> </ul>   |
| 4. Underpinning 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 to rights of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul> |
| 5. Resource Implications  | <ul style="list-style-type: none"> <li>5.1. Work place Procedure</li> <li>5.2. Materials relevant to the proposed activity</li> <li>5.3. All tools, equipment, material and documentation required.</li> <li>5.4. Relevant specifications or work instructions</li> </ul>  |
| 6. Methods of Assessment  | <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 an assessment/training centre or in an actual or simulated work place after Completion of the training module.</li> <li>7.2 Assessment should be done by a suitably qualified/certified assessor.</li> </ul>  |

**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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

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|---|---|
| <b>Unit Code and Title</b>                                  | <b>SEIP-ICT-PDM-03-G: Support Innovation and Manage Change</b>  |
| <b>Nominal Hours</b>  | 10 Hours  |
| <b>Unit Descriptor</b>                                      | This unit covers the knowledge, skills, and attitudes required to support innovation and manage change. It specifically includes identifying needs for innovation in the workplace, applying creative approaches and solution, supporting flexible and innovative ways of working and adapting to emerging technological changes and opportunities  |
| <b>Elements of Competency</b>                               | <b>Performance Criteria</b><br><b><u>Bold and underlined</u></b> terms are elaborated in the range of variables.  |
| 1 Identify needs for innovation in the workplace            | <ul style="list-style-type: none"> <li>1.1. The need for <b><u>innovation</u></b> in scope of work is recognized</li> <li>1.2. The value of <b><u>innovative practices</u></b> in the workplace is recognized</li> <li>1.3. Existing way of working in the workplace are interpreted.</li> <li>1.4. Drawbacks of existing way of working are identified.</li> <li>1.5. Benefits of change are identified to make it consistent with organizational requirements</li> <li>1.6. Realistic timelines and targets for implementation of changes are set.</li> </ul> |
| 2 Apply creative approach and solution                      | <ul style="list-style-type: none"> <li>2.1 Opportunities and creative approaches to implement innovation practices are identified</li> <li>2.2 Creative approaches of coworkers pertaining to work practices are analyzed and incorporated</li> <li>2.3 Innovation in accordance with organizational requirements changes are implemented</li> </ul>  |
| 3 Support flexible and innovative ways of working           | <ul style="list-style-type: none"> <li>3.1 Maximum innovative opportunities are promoted.</li> <li>3.2 Work assignments to facilitate innovative work skills are organized.</li> <li>3.3 Team members are provided with guidance and coaching on innovation in the workplace.</li> <li>3.4 Models of innovative work practice are provided and discussed</li> <li>3.5 Appropriate environment for learning and innovation is maintained.</li> </ul>   |
| 4 Adapt to emerging technological changes and opportunities | <ul style="list-style-type: none"> <li>4.1 Usages of different <b><u>technologies</u></b> is determined based on job requirements.</li> <li>4.2 Appropriate technology is selected as per work specifications.</li> <li>4.3 Relevant technology is effectively used in carrying out functions.</li> <li>4.4 Appropriate implementation tools are used as per task requirement.</li> </ul>   |
| <b>Range of Variables</b>                                   |   |
| <b>Variables</b>  | <b>Range</b> (may include but not limited to)   |
| 1 Innovative practices                                      | <ul style="list-style-type: none"> <li>1.1. Self-directed support to implement new ideas</li> <li>1.2. Collaborative arrangement to apply new method of working</li> <li>1.3. Making scope of work more efficient to use new technology</li> </ul>  |
| 2 Innovation  | <ul style="list-style-type: none"> <li>2.1 New ideas</li> <li>2.2 Different ideas</li> <li>2.3 New methods of doing work</li> <li>2.4 Use of new Technology</li> </ul>  |

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| 3 Technologies  | 3.1 Office technology<br>3.2 Industrial technology<br>3.3 System technology<br>3.4 Information technology<br>3.5 Training technology  |
| <b>Evidence Guide</b><br>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 Identified need for innovation in the area of work<br>1.2 Recognized innovative and creative ideas<br>1.3 Supported individuals and people to access flexible and innovative ways of working<br>1.4 Analyzing and evaluating problems associated with change<br>1.5 Developing processes to introduce change<br>1.6 Gathering evidence on the effect of change<br>1.7 Presenting information on the causes and introduction of the change<br>1.8 Selected appropriate technology consistent with work requirements<br>1.9 Applied relevant technology<br>1.10 Maintained and enhanced operative ability of relevant technology  |
| 2 Underpinning Knowledge  | 2.1 Definition of innovation<br>2.2 Current practice in own scope of work<br>2.3 Workplace procedures<br>2.4 Support required to generate creative ideas<br>2.5 Difference between innovation and creativity<br>2.6 Common effects of change and innovation in the workplace<br>2.7 Industrial and organizational context of change<br>2.8 Organization's policies, plans, procedures and structure<br>2.9 Knowledge of resources required by the organization's operations<br>2.10 Awareness on technology and its function<br>2.11 Operating instructions<br>2.12 Applicable software<br>2.13 Company policy in relation to relevant technology<br>2.14 Technology adaptability |
| 3 Underpinning Skills   | 3.1 Identifying resources required for creativity and innovation<br>3.2 Contributing to brainstorming session<br>3.3 Identifying issues and concerns of one's scope of work<br>3.4 Encouraging co-workers to generate and develop ideas<br>3.5 Evaluating potential obstacles to and opportunities for creativity and innovation<br>3.6 Sharing of best practices related to innovation and creativity<br>3.7 Applying relevant technology<br>3.8 Using update machine and Software<br>3.9 Acquiring troubleshooting skills   |
| 4 Underpinning attitudes  | 4.1 Attitude of sharing and participation<br>4.2 Tidiness, timeliness and orderliness<br>4.3 Sincerity and honesty to duties<br>4.4 Adaptability  |

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| 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>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 an assessment/training center or in an actual or simulated work place after completion of the training module</p> <p>7.2 Assessment should be done by a suitably qualified/ certified assessor.</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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p> |  |

## **Sector Specific (Common) Competencies**

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| <b>Unit Code and Title</b>                        | <b>SEIP-ICT-PDM-01-S: Access Information Using Internet and Electronic Mail.</b>   |
| <b>Nominal Hours</b>                              | 8 hours  |
| <b>Unit descriptor</b>                            | This unit covers the knowledge, skills and attitude required to access information using internet and electronic mail. It specifically includes accessing resources from internet, using and managing electronic mail, and using audio/video tools for information transfer.   |
| <b>Elements of Competency</b>                     | <b>Performance Criteria</b><br><b><u>Bold and underlined</u></b> terms are elaborated in the Range of Variable.  |
| 1. Access resources from internet                 | 1.1 Appropriate internet <b><u>browsers</u></b> are selected and installed.<br>1.2 Internet browser is opened and web address / URL is written/selected in /from address bar to access <b><u>information.</u></b><br>1.3 <b><u>Search engines</u></b> are used to access information<br>1.4 Video / Information are Shared /downloaded / uploaded from / to web site/ <b><u>social media.</u></b><br>1.5 <b><u>Web based resources</u></b> are used.<br>1.6 Etiquette (or web etiquette) principles are searched and followed. |
| 2. Use and manage electronic mail                 | 2.1 <b><u>Email services</u></b> are identified and selected to create a new email address<br>2.2 Mail account is created.<br>2.3 Document is prepared, attached and sent to different types of recipient.<br>2.4 Mail is read, forwarded, replied and deleted as per requirement.<br>2.5 Custom email folders are created and manipulated.<br>2.6 Mail message is printed.  |
| 3. Use audio/video tools for information transfer | 3.1 Audio and video tools are identified<br>3.2 Apps using audio/video tools are identified<br>3.3 Information is transferred with apps using audio/video tools  |
| <b>Range of Variables</b>                         |  |
| <b>Variable</b>                                   | <b>Range</b> (May include but not limited to:)   |
| 1.Browsers  | 1.1 Mozilla Firefox<br>1.2 Google chrome<br>1.3 Internet explorer<br>1.4 Opera   |
| 2. Information                                    | 2.1. Text information<br>2.2. Graphics<br>2.3. Video   |
| 3. Search engines                                 | 3.1. Google<br>3.2. Yahoo<br>3.3. AltaVista<br>3.4. Msn<br>3.5. Bing   |
| 4. Social media.                                  | 4.1 Face book<br>4.2 Twitter<br>4.3 LinkedIn<br>4.4 YouTube  |
| 5. Web based services                             | 5.1 Drive<br>5.2 Calendar<br>5.3 Map<br>5.4 Translator<br>5.5 Docs<br>5.6 search   |

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| 6. Email services   | 6.1 Free mail services –Gmail, Yahoo, Hotmail<br>6.2 Web mail services.  |
| <b>Evidence Guide</b><br>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 Video / Information are downloaded/uploaded from/to web site<br>1.2 Documents are prepared, attached and sent to different types of recipient.   |
| 2. Underpinning knowledge   | 2.1 Internet<br>2.2 www<br>2.3 web site<br>2.4 web address<br>2.5 URL<br>2.6 Web browsers<br>2.7 Search engines<br>2.8 Information<br>2.9 Social media<br>2.10 Web based services<br>2.11 Folder manipulation  |
| 3. Underpinning skill   | 3.1 Accessing and sharing resources from internet<br>3.2 Downloading /uploading file, documents and video from /to web sites<br>3.3 Sending and receiving mail through mail service.<br>3.4 Using audio/video tools to share information.  |
| 4. Required attitude  | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers, sub-ordinates and seniors in workplace |
| 5. Resource implication   | 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.   |
| 6. Methods of assessment  | 6.1 Demonstration with oral questioning<br>6.2 Direct observation<br>6.3 Written test<br>6.4 Portfolio   |
| 7. Context of assessment  | 7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.<br>7.2 Assessment should be done by a suitably qualified/certified assessor.  |
| <b>Accreditation Requirements</b><br>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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |  |

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| <b>Unit Code and Title</b>   | <b>SEIP-ICT-PDM-02-S: Comply to Ethical Standards in it Workplace</b>  |  |
| <b>Nominal Hours</b>   | 12 Hours   |  |
| <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><br><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.<br>1.2 Confidentiality of information is maintained in accordance with workplace policies/organizational policies/national legislation.<br>1.3 Potential conflicts of interest are identified and involved parties of potential conflicts are notified.<br>1.4 Proprietary rights of client/customer is asserted.  |  |
| 2. Deliver quality products and services   | 2.1. Products and services are provided according to the clients' requirements.<br>2.2. Work is completed as per standards.<br>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.<br>3.2 Skills, knowledge and qualifications are presented in a professional manner.<br>3.3 Services and products developed by self and others are delivered as per workplace standard.<br>3.4 Unbiased and objective information are provided to clients.<br>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<br>4.2 Workplace code of conduct is followed.  |  |
| <b>Range of variables</b>  |  |  |
| <b>Variables</b>   | <b>Range</b> (may include but not limited to)  |  |
| <b>Evidence Guide</b><br>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 Asserted proprietary rights of client/customer.<br>1.2 Completed work to industry and international standards.<br>1.3 Implemented quality processes when developing products and services.<br>1.4 Delivered services and products developed by self and others.<br>1.5 Provided unbiased and objective information to clients.<br>1.6 Followed workplace code of conduct.                                    |  |

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| 2. Underpinning knowledge  | <ul style="list-style-type: none"> <li>2.1. Corporate code of confidentiality of information</li> <li>2.2. organizational policies, national legislation and workplace policies in relation to IT sector</li> <li>2.3. Law and regulations pertaining to proprietary rights</li> <li>2.4. Quality processes for products and services</li> <li>2.5. Procedure of provided to client information</li> <li>2.6. Method of estimating for time, cost and delivery products and services</li> <li>2.7. Workplace code of conduct in IT sector</li> </ul>   |
| 3. Underpinning Skills   | <ul style="list-style-type: none"> <li>3.1. Upholding confidentiality of information in accordance with organizational policies, national legislation and workplace policies</li> <li>3.2. Asserting proprietary rights of client/customer</li> <li>3.3. Completing work in accordance with industry and international standards</li> <li>3.4. Implementing quality processes when developing products and services</li> <li>3.5. Delivering correctly services and products developed by self and others</li> <li>3.6. Providing unbiased and objective information are to clients.</li> <li>3.7. Presenting realistic estimates for time, cost and delivery of outputs during negotiation</li> <li>3.8. Following workplace code of conduct</li> </ul> |
| 4. Underpinning 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   | <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   | <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 an assessment/training centre or in an actual or simulated work place after Completion of the training module.</li> <li>7.2 Assessment should be done by a suitably qualified/certified assessor.</li> </ul>  |
| <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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p> |  |

## **Occupation Specific (Core) Competencies**

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| <b>Unit Code and Title</b>                                | <b>SEIP-ICT-PDM-01-O: Interpret Concept of Digital Marketing</b>   |
| <b>Nominal Hours</b>                                      | 20 hours   |
| <b>Unit Descriptor</b>                                    | This unit covers the knowledge, skills and attitudes required to Interpret concept of Digital Marketing. It specifically includes describing basic concepts of digital marketing, identifying career opportunities in the Digital Marketing, interpreting ethics and guidelines for Digital Marketing and strategizing Digital Marketing |
| <b>Elements of Competency</b>                             | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.   |
| 1. Describe basic concept of marketing                    | 1.1 Marketing and <b><u>Marketing Mix</u></b> are interpreted.<br>1.2 Difference between Marketing and Digital Marketing is comprehended<br>1.3 <b><u>Types of Digital Marketing</u></b> are Identified.<br>1.4 Scope of Digital Marketing is identified.<br>1.5 <b><u>Required Software for Digital Marketing</u></b> are identified.   |
| 2. Identify career opportunities in the Digital Marketing | 2.1 Local and international Digital Marketing job platforms are explored and identified<br>2.2 Job in the Digital Marketing are identified.<br>2.3 Emerging career path is defined.  |
| 3. Interpret Ethics and guidelines for Digital Marketing  | 3.1 Required Digital Marketing ethics and guidelines are explained.<br>3.2 <b><u>Code of conduct</u></b> for digital marketing is explained<br>3.3 Ethical Digital Contents are defined.   |
| 4. Strategize Digital Marketing                           | 4.1 <b><u>Demands</u></b> from clients are identified<br>4.2 Target audience and customer segmentation are identified based on the strategy<br>4.3 Marketing Channels and unique selling point are identified.<br>4.4 Digital Marketing strategies are explained   |
| <b>Range of Variables</b>                                 |  |
| <b>Variables</b>  | <b>Range</b> (may include but not limited to):   |
| 1. Marketing Mix  | 1.1 Price<br>1.2 Product<br>1.3 Place<br>1.4 Promotion   |
| 2. Types of Digital Marketing                             | 2.1 Search Engine Optimization (SEO)<br>2.2 Social Media Marketing (SMM)<br>2.3 Lead Generation and E-commerce<br>2.4 Affiliate Marketing<br>2.5 E-mail Marketing<br>2.6 Search Engine Marketing (SEM)   |
| 3. Software for Digital Marketing                         | 3.1 MailChimp<br>3.2 Marketo<br>3.3 Google Analytics<br>3.4 SEMrush  |

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|   | 3.5 Ahrefs<br>3.6 MOZ<br>3.7 Keyword finder   |
| 4. Code of conduct  | 4.1 National context<br>4.2 International context   |
| <b>Evidence Guide</b><br>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:<br>1.1 Interpreted Marketing and <b>Marketing Mix</b><br>1.2 Identified <b>Types of Digital Marketing</b><br>1.3 Explained code of conduct for digital marketing   |
| 2. Underpinning knowledge   | 2.1 Types of Digital Marketing<br>2.2 Uses of Digital Marketing<br>2.3 Strategies of Digital Marketing<br>2.4 Basic guidelines for Digital Marketing<br>2.5 Analysis of Digital Marketing<br>2.6 Code of conduct for Digital Marketing<br>2.7 Career opportunities in Digital Marketing |
| 3. Underpinning skills  | 3.1 Demonstrating opportunities to continuously improve technical skills in Digital Marketing.<br>3.2 Demonstrating capabilities to develop technical skills in Digital Marketing with materials, tools and equipment<br>3.3 Identifying Strategies of Digital Marketing                |
| 4. Underpinning Attitudes   | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for the rights of peers and seniors in the workplace<br>4.6 Communication with peers and seniors in the workplace                |
| 5. Resource implications  | The following resources must be provided:<br>5.1 Relevant tools, equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.   |
| 6. Methods of assessment  | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio  |
| 7. Context of assessment  | 7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.<br>7.2 Assessment should be done by a suitably qualified/certified assessor  |
| <b>Accreditation Requirements</b><br>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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |   |

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| <b>Unit Code and Title</b>  | <b>SEIP-ICT-PDM-02-O: Interpret Content Development Process for Digital Marketing</b>  |
| <b>Nominal Hours</b>  | 15 hours   |
| <b>Unit Descriptor</b>  | This unit covers the knowledge, skills, and attitudes required to interpret content development process for Digital Marketing. It specifically includes generating ideas for content development and illustrating content development process.               |
| <b>Elements of Competency</b>   | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.   |
| 1. Generate Ideas for Content development   | 1.1 Client requirements are collected<br>1.2 Marketing objective is identified<br>1.3 Audience is identified<br>1.4 Best content channels are figured out<br>1.5 <b><u>Content</u></b> types are decided   |
| 2. Illustrate content development process   | 2.1 Information is gathered based on the content type<br>2.2 Topic is analyzed and finalized<br>2.3 Content is prepared and reviewed<br>2.4 Content is optimized   |
| <b>Range of Variables</b>   |  |
| <b>Variables</b>  | <b>Range</b> (may include but not limited to)  |
| 1. Contents   | 1.1 Blog posts and articles<br>1.2 Infographics<br>1.3 Images<br>1.4 Videos<br>1.5 E-books and whitepapers<br>1.6 E-mail newsletters<br>1.7 Podcasts/ Audio<br>1.8 E-courses and webinars  |
| <b>Evidence Guide</b><br>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:<br>1.1 Collected client requirements<br>1.2 Identified audience<br>1.3 Decided content types<br>1.4 Prepared and reviewed content   |
| 2 Underpinning knowledge  | 2.1 Different types of content<br>2.2 Best content channels<br>2.3 Audience identification   |
| 3 Underpinning skills   | 3.1 Identifying and allocating resources<br>3.2 Creating content   |
| 4 Underpinning attitudes  | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for rights of peers and seniors in workplace<br>4.6 Communication with peers and seniors in workplace |

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| 5 Resource implications | The following resources must be provided:<br>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.  |
| 6 Methods of assessment | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio   |
| 7 Context of assessment | 7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.<br>7.2 Assessment should be done by a suitably qualified/certified assessor |

**Accreditation Requirements**

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| <b>Unit Code and Title</b>        | <b>SEIP-ICT-PDM-03-O: Perform Search Engine Optimization (SEO)</b>  |
| <b>Nominal Hours</b>              | 90 hours  |
| <b>Unit Descriptor</b>            | This unit covers the knowledge, skills, and attitudes required to Perform Search Engine Optimization (SEO). It specifically includes interpreting basic concepts of SEO, applying On-Page SEO techniques, applying Off-Page SEO techniques, applying Technical SEO, applying local SEO Techniques         |
| <b>Elements of Competency</b>     | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.  |
| 1. Interpret basic concept of SEO | 1.1 SEO is explained<br>1.2 <b><u>Major Search Engines</u></b> are identified<br>1.3 Browsers and Addons or extensions are recognized<br>1.4 <b><u>Backlink</u></b> and its importance are illustrated<br>1.5 Domain Authority and Page Authority are defined   |
| 2. Apply On-Page SEO techniques   | 2.1 Keyword research & analysis are performed<br>2.2 Title, URL, meta, header tag and <b><u>contents</u></b> are optimized<br>2.3 Anchor text and internal/external links are shown and applied<br>2.4 Pillar content is explained<br>2.5 Initial site analysis is applied<br>2.6 Page speed is optimized |
| 3. Apply Off-Page SEO techniques  | 3.1 Search Engines and directory are submitted<br>3.2 Social Bookmarking is performed<br>3.3 Forum posting and directory submission are applied<br>3.4 Guest Posting, authority backlink are performed  |
| 4. Apply Technical SEO            | 4.1 Technical SEO is interpreted<br>4.2 Technical On-Page SEO is applied<br>4.3 Technical On-page optimization in <b><u>site</u></b> is applied<br>4.4 Structured data/schema markup is setup<br>4.5 Algorithm is explained<br>4.6 "Content is king" is explained   |
| 5. Apply Local SEO Techniques     | 5.1 The concept of local SEO is interpreted<br>5.2 Search engine optimization of a local business website is interpreted<br>5.3 Google My Business (GMB) page is setup<br>5.4 Structure of website for local SEO is created   |
| <b>Range of Variables</b>         |   |
| <b>Variables</b>                  | <b>Range</b> (may include but not limited to)   |
| 1. Major Search Engines           | 1.1 Google<br>1.2 Yahoo<br>1.3 Bing   |
| 2. Backlink                       | 2.1 White Hat<br>2.2 Black Hat<br>2.3 Authorized Backlink<br>2.4 Foundation Backlink  |
| 3. Contents                       | 3.1 Text<br>3.2 Image<br>3.3 Audio<br>3.4 Video<br>3.5 Slide Content<br>3.6 Apps store content  |
| 4. Site                           | 4.1 WordPress site<br>4.2 Custom developed websites   |

| <b>Evidence Guide</b>  |  |
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| 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: <ul style="list-style-type: none"> <li>1.1 Identified major Search Engines</li> <li>1.2 Illustrated backlink and its importance</li> <li>1.3 Done the analysis of initial site</li> <li>1.4 Applied technical On-page optimization in site</li> <li>1.5 Applied technical Off-Page SEO</li> </ul>                                   |
| 2. Underpinning knowledge  | <ul style="list-style-type: none"> <li>2.1 Page speed tools</li> <li>2.2 Concepts of Pillar content</li> <li>2.3 Importance of web ranking</li> <li>2.4 Backlink and its importance</li> <li>2.5 Domain Authority and Page Authority</li> <li>2.6 Site Analysis</li> <li>2.7 Concepts of Technical SEO</li> <li>2.8 Target Audience</li> <li>2.9 Google My Business (GMB)</li> </ul> |
| 3. Underpinning skills   | <ul style="list-style-type: none"> <li>3.1 Performing keywords research &amp; analysis</li> <li>3.2 Performing social bookmarking</li> <li>3.3 Applying Technical On-Page SEO</li> <li>3.4 Applying technical Off-Page SEO</li> <li>3.5 Creating structure of website for local SEO</li> </ul>   |
| 4. Underpinning attitudes  | <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> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>   |
| 5. Resource Implications   | The following resources must be provided: <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   | <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 an assessment/training centre or in an actual or simulated work place after Completion of the training module.</li> <li>7.2 Assessment should be done by a suitably qualified/certified assessor</li> </ul>   |
| <b>Accreditation Requirements</b>  |  |
| 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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |  |

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| <b>Unit Code and Title</b>   | <b>SEIP-ICT-PDM-04-O: Perform Social Media Marketing</b>  |
| <b>Nominal Hours</b>   | 60 hours  |
| <b>Unit Descriptor</b>   | This unit covers the knowledge, skills, and attitudes required to Perform Social Media Marketing. It specifically includes interpreting social media marketing, creating profile on Social Media, performing Social Media Marketing (SMM) and applying video Marketing  |
| <b>Elements of Competency</b>  | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.  |
| 1. Interpret Social media marketing  | 1.1 <b><u>Social media platforms</u></b> are identified<br>1.2 <b><u>Social Media Management Tools</u></b> are identified   |
| 2. Create Profile on Social Media  | 2.1 Profile is created and optimized<br>2.2 Company page is created and managed<br>2.3 Company group is created and managed   |
| 3. Perform Social Media Marketing (SMM)  | 3.1 Facebook marketing is performed<br>3.2 Twitter marketing is performed<br>3.3 LinkedIn marketing is performed<br>3.4 Pinterest marketing is performed<br>3.5 Instagram marketing is performed<br>3.6 Ad is created and managed<br>3.7 Reports & analytics are reviewed   |
| 4. Apply video Marketing   | 4.1 Basic video marketing is interpreted<br>4.2 Account is created and optimized<br>4.3 Ways of growing subscribers are explained<br>4.4 YouTube contents and <b><u>YouTube tools</u></b> are applied<br>4.5 Video monetization techniques are applied<br>4.6 Ad is created and managed<br>4.7 Reports & analytics are reviewed |
| <b>Range of Variables</b>  |   |
| <b>Variables</b>   | <b>Range</b> (may include but not limited to):  |
| 1. Social media platforms  | 1.1 Facebook<br>1.2 Instagram<br>1.3 linkedin<br>1.4 Tweeter<br>1.5 YouTube<br>1.6 Pinterest  |
| 2. Social Media Management Tools   | 2.1 Buffer<br>2.2 Hootsuite   |
| 3. YouTube tools   | 3.1 Canva<br>3.2 MS PowerPoint<br>3.3 TubeBuddy<br>3.4 Google Trends<br>3.5 KeywordTools.io<br>3.6 VidIQ  |
| <b>Evidence Guide</b><br>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 Identified social media management tools<br>1.2 Created and managed ads   |

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|   | 1.3 Created and optimized account<br>1.4 Applied YouTube contents and YouTube tools  |
| 2 Underpinning Knowledge  | 2.1 Social media contents and tools<br>2.2 Use of hashtags<br>2.3 Social media management  |
| 3 Underpinning Skills   | 3.1 Demonstrating basic skills of Social Media Contents<br>3.2 Identifying Social Media Management Tools   |
| 4 Underpinning attitudes  | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for rights of peers and seniors in workplace<br>4.6 Communication with peers and seniors in workplace |
| 5 Resource implications   | The following resources must be provided<br>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.   |
| 6 Methods of assessment   | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio   |
| 7 Context of assessment   | 7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.<br>7.2 Assessment should be done by a suitably qualified/certified assessor                         |
| <p><b>Accreditation Requirements</b><br/>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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p> |  |

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| <b>Unit Code and Title</b>   | <b>SEIP-ICT-PDM-05-O: Apply Lead Generation</b>  |
| <b>Nominal Hours</b>   | 20 hours   |
| <b>Unit Descriptor</b>   | This unit covers the knowledge, skills, and attitudes required to Apply Lead Generation. It specifically includes interpreting and applying email marketing, managing and analyzing email marketing, identifying and applying lead generation  |
| <b>Elements of Competency</b>  | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.   |
| 1. Interpret and apply Email Marketing   | 1.1 Email marketing is defined<br>1.2 Sending procedure of bulk email is stated<br>1.3 Bulk email is collected<br>1.4 Business email is identified and collected<br>1.5 Business email from linkedIn is collected  |
| 2. Manage and Analyze Email Marketing  | 2.1 Duplicate email is checked and verified<br>2.2 Accounts are created using <b><u>E-mail marketing tools</u></b><br>2.3 Effective email template is designed.<br>2.4 E-mail body is created<br>2.5 Email marketing campaign is performed<br>2.6 Reporting and analytics are reviewed |
| 3. Identify and Apply Lead Generation  | 3.1 Basic and lead funnel are interpreted and applied<br>3.2 Outbound lead generation is applied<br>3.3 Inbound lead generation is applied<br>3.4 Social media marketing and <b><u>lead generation tools</u></b> is applied  |
| <b>Range of Variables</b>  |  |
| <b>Variables</b>   | <b>Range</b> (may include but not limited to):   |
| 1 E-mail marketing tools   | 1.1 Mailchimp<br>1.2 GetResponse<br>1.3 Mailerlite   |
| 2 Lead generation tools  | 2.1 Skrapp.io<br>2.2 PRhunters<br>2.3 SalesQL<br>2.4 Snovio  |
| <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:<br>1.1 Created accounts using E-mail marketing tools<br>1.2 Performed email marketing campaign<br>1.3 Applied social media marketing and lead generation tools  |
| 2 Underpinning knowledge   | 2.1 Email Marketing<br>2.2 The purpose of email marketing<br>2.3 E-mail marketing tools<br>2.4 Lead generation tools   |
| 3 Underpinning skills  | 3.1 Defining and collecting Business email<br>3.2 Checking and verifying duplicate email<br>3.3 Applying outbound lead generation<br>3.4 Applying inbound lead generation  |
| 4 Underpinning attitudes   | 4.1 Commitment to occupational health and safety   |

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|  | <p>4.2 Environmental concerns</p> <p>4.3 Eagerness to learn</p> <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 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  | <p>7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.</p> <p>7.2 Assessment should be done by a suitably qualified/certified assessor</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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p> |   |

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| <b>Unit Code and Title</b>   | <b>SEIP-ICT-PDM-06-O: Apply E-commerce Marketing</b>   |
| <b>Nominal Hours</b>   | 20 hours   |
| <b>Unit Descriptor</b>   | This unit covers the knowledge, skills, and attitudes required to Apply E-commerce Marketing. It specifically includes setting online store, performing property submission and management, performing e-commerce marketing                                  |
| <b>Elements of Competency</b>  | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.   |
| 1. Setup Online Store  | 1.1 <b>Websites</b> are identified<br>1.2 Website content is optimized<br>1.3 Technical SEO is applied<br>1.4 Payment gateway is implemented<br>1.5 Required <b>software</b> are used  |
| 2. Perform property submission and management  | 2.1 Product descriptions are added<br>2.2 Product image is optimized and added<br>2.3 E-commerce management is ensured   |
| 3. Perform E-Commerce Marketing  | 3.1 Marketing strategy is applied<br>3.2 Social media marketing is applied<br>3.3 <b>SEO</b> is applied<br>3.4 <b>SEM</b> is applied   |
| <b>Range of Variables</b>  |  |
| <b>Variables</b>   | <b>Range</b> (may include but not limited to)  |
| 1. Software  | 1.1 Shopify<br>1.2 Magento<br>1.3 WooCommerce  |
| 2. Websites  | 2.1 Landing pages<br>2.2 E-commerce  |
| 3. SEO   | 3.1 Local SEO<br>3.2 Technical SEO   |
| 4. SEM   | 4.1 Pay per Click (PPC)<br>4.2 Paid Marketing  |
| <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:<br>1.1 Optimized website Content<br>1.2 Applied technical SEO<br>1.3 Applied SEO<br>1.4 Applied SEM   |
| 2 Underpinning knowledge   | 2.1 Optimizing website content<br>2.2 Applying procedure of SEO<br>2.3 Applying procedure of SEM   |
| 3 Underpinning skills  | 3.1 Optimizing website content<br>3.2 Applying SEM   |
| 4 Underpinning attitudes   | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for rights of peers and seniors in workplace<br>4.6 Communication with peers and seniors in workplace |

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| 5 Resource implications | The following resources must be provided:<br>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.  |
| 6 Methods of assessment | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio   |
| 7 Context of assessment | 7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.<br>7.2 Assessment should be done by a suitably qualified/certified assessor |

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| <b>Unit Code and Title</b>  | <b>SEIP-ICT-PDM-07-O: Perform Affiliate Marketing</b>  |
| <b>Nominal Hours</b>  | 50 hours   |
| <b>Unit Descriptor</b>  | This unit covers the knowledge, skills, and attitudes required to Perform Affiliate Marketing. It specifically includes interpreting affiliate Marketing, selecting network/platform for affiliate marketing and applying marketing with affiliate.  |
| <b>Elements of Competency</b>   | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.   |
| 1 Interpret Affiliate Marketing   | 1.1 Affiliate marketing and <b><u>common terms</u></b> are defined<br>1.2 Advantages of affiliate marketing are defined<br>1.3 Requirements for an affiliate are identified<br>1.4 Profitable niches are identified<br>1.5 <b><u>Factors</u></b> for successful affiliate marketing are identified<br>1.6 Available payment methods are identified and explained |
| 2 Select Network/Platform for affiliate marketing   | 2.1 Types of affiliate networks are interpreted<br>2.2 Physical products network is listed<br>2.3 Affiliate with digital products is defined<br>2.4 Affiliate with print on demand is defined  |
| 3 Apply Marketing with affiliate  | 3.1 <b><u>Niche for amazon</u></b> affiliate is researched<br>3.2 Products research and topics for amazon affiliate are identified<br>3.3 Niche site with WordPress is built<br>3.4 SEO to promote website is applied<br>3.5 SMM to promote website is applied   |
| <b>Range of Variables</b>   |  |
| <b>Variables</b>  | <b>Range</b> (may include but not limited to)  |
| 1 Common Terms  | 1.1 Affiliate<br>1.2 Associate<br>1.3 Merchant<br>1.4 Power Affiliate<br>1.5 Testimonial<br>1.6 Traffic  |
| 2 Factors   | 2.1 Selecting merchants<br>2.2 Avoid over crowding<br>2.3 Product and content relevance<br>2.4 Focus on revenue generation   |
| 3 Available payment methods   | 3.1 Payoneer<br>3.2 Xoom<br>3.3 Transferwise<br>3.4 Wiretransfer   |
| 4 Niche for Amazon  | 4.1 Home appliance<br>4.2 Sports and outdoor.<br>4.3 Automotive  |
| <b>Evidence Guide</b><br>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:<br>1.1 Identified requirements for an affiliate<br>1.2 Identified factors for successful affiliate marketing<br>1.3 Listed physical products network<br>1.4 Researched Niche for amazon affiliate   |

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| 2. Underpinning knowledge   | 2.1 Types of affiliate networks<br>2.2 Niche site with WordPress<br>2.3 Website promoting procedure with SEO<br>2.4 SMM procedure<br>2.5 Paid advertisement  |
| 3. Underpinning skills  | 3.1 Listing physical products network<br>3.2 Applying SEO to promote Website<br>3.3 Applying SMM to promote website  |
| 4. Underpinning attitudes   | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for rights of peers and seniors in workplace<br>4.6 Communication with peers and seniors in workplace |
| 5. Resource implications  | The following resources must be provided:<br>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.  |
| 6. Methods of assessment  | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio   |
| 7. Context of assessment  | 7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.<br>7.2 Assessment should be done by a suitably qualified/certified assessor                         |
| <p><b>Accreditation Requirements</b><br/>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 national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p> |  |

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| <b>Unit Code and Title</b>  | <b>SEIP-ICT-PDM-08-O: Interpret Search Engine Marketing</b>  |
| <b>Nominal Hours</b>  | 15 hours   |
| <b>Unit Descriptor</b>  | This unit covers the knowledge, skills, and attitudes required to interpret search engine marketing. It specifically includes interpreting the concepts of SEM and applying SEM  |
| <b>Elements of Competency</b>   | <b>Performance Criteria</b><br><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.   |
| 1. Interpret concept of SEM   | 1.1 <b><u>SEM marketing terms</u></b> are defined<br>1.2 <b><u>Types of Ad campaign</u></b> are identified<br>1.3 Best keyword phrases are chosen  |
| 2. Apply SEM  | 2.1 Ad campaign is performed<br>2.2 Effective Strategy for campaign is identified<br>2.3 Audience is filtered and targeted<br>2.4 Google console is applied<br>2.5 Google shopping is applied  |
| <b>Range of Variables</b>   |  |
| <b>Variables</b>  | <b>Range</b> (may include but not limited to)  |
| 1. SEM Marketing terms  | 1.1 Pay Per Click (PPC)<br>1.2 Cost Per Click (CPC)<br>1.3 Cost Per Miles (CPM)  |
| 2. Types of Ad campaign   | 2.1 Traffic Campaign<br>2.2 Reach Campaign<br>2.3 Conversion Campaign<br>2.4 Lead Campaign   |
| <b>Evidence Guide</b><br>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 Identified types of Ad campaign<br>1.2 Identified effective strategy for campaign<br>1.3 Filtered and targeted audience  |
| 2 Underpinning knowledge  | 2.1 Concepts of SEM<br>2.2 Attractive quality links for website<br>2.3 Advantage of googles services for quick ranking   |
| 3 Underpinning skills   | 3.1 Choosing best keyword phrases<br>3.2 Optimizing site for organic search  |
| 4 Underpinning attitudes  | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for rights of peers and seniors in workplace<br>4.6 Communication with peers and seniors in workplace |
| 5 Resource implications   | The following resources must be provided:<br>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2 Required learning materials.  |
| 6 Methods of assessment   | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio   |

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| 7 Context of assessment | <p>7.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module.</p> <p>7.2 Assessment should be done by a suitably qualified/certified assessor</p> |
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**Accreditation Requirements**

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