



COMPETENCY STANDARD

Digital Marketing

Level: 03

Information and Communication Technology

Competency Standard Code: CS-ICT-DM-L3-EN-V2



National Skills Development Authority
Chief Adviser's Office
Government of the People's Republic of Bangladesh

1. Copyright

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This Competency Standard for **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 training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with **ICT** Sector ISC, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

2. Introduction

The 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 skills 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 ceramic 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 trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) 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.

3. 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, recognizing and assessing people's skills, and may also have optional support materials
- enable industry recognized 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 Informal 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 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

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.

Competency Standards for National Skills Certificate- Level-3
in
Digital Marketing in ICT Sector

4. Level Descriptors of BNQF 1-6

Level & Job Classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	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 analyse, compare, relate and evaluate.	Specialized 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.	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.
5-Supervisor	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.	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.	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.
4-Highly Skilled Worker	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.	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.	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.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	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	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2- Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1-Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	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.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

ADR	Average daily rate
NSDA	National Skills Development Authority
BMET	Bureau of Manpower Employment and Training
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NSQF	National Skills Qualifications Framework
PPP	Public Private Partnership
SCVC	Standards and Curriculum Validation Committee
SEIP	Skills for Employment Investment Program
STP	Skills Training Provider
UoC	Unit of Competency
GU	Generic Unit
SU	Sector Unit
OU	Occupation Unit

Approval of Competency Standard

Approved by
Authority Meeting of NSDA
Held on

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**Competency Standards for National Skill Certificate in
Digital Marketing, Level-3 under Information and
Communication Sector**

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic Units of Competency				20
01.	GU-00-09-L3-V1	Practice Negotiation Skills	3	20
Sector Specific Units of Competency				30
02	SU-ICT-10-L4-V1	Practice Occupational Safety and Health (OSH) Standard in ICT Workplace	2	15
03	SU-ICT-04-L4-V1	Comply with Ethical Standards in the ICT Workplace	3	15
Occupation Specific Units of Competency				260
04.	OU-ICT-DM-01-L4-V1	Interpret the Concept of Digital Marketing	3	60
05	OU-ICT-DM-02-L4-V1	Perform Social Media Marketing	3	65
06	OU-ICT-DM-03-L4-V1	Perform Search Engine optimization	3	65
06.	OU-ICT-DM-04-L4-V1	Perform E-mail Marketing and Basic Automation	3	70
Off the Job training				310
On the Job Training				90
Industry Visit				20
Total Nominal Learning Hours				420

**Competency Standards for National Skill Certificate in
Digital Marketing, Level-3
under ICT Sector**

5. Units & Elements at Glance

Generic Units of Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU-00-09-L3-V1	Practice Negotiation Skills	1. Plan negotiations 2. Participate in negotiations	20

Sector Specific Units of Competencies

Code	Unit of competency	Elements of competency	Duration (hours)
SU-ICT-10-L4-V1	Practice Occupational Safety and Health (OSH) Standard in ICT Workplace	1. Identify hazards and risks in the ICT Environment 2. Apply Personal Health and Safety Practices 3. Manage and Report Hazards 4. Respond to Emergencies	15
SU-ICT-04-L4-V1	Comply with Ethical Standards in the ICT Workplace	1. Interpret the interest of clients 2. Deliver quality products and services 3. Demonstrate professionalism in IT sector 4. Comply workplace code of conduct	15

Occupation Specific Units of Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
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OU-ICT-DM-01-L4-V1	Interpret the Concept of Digital Marketing	<ol style="list-style-type: none"> 1. Interpret the fundamentals of digital marketing 2. Identify major digital marketing channels and tools 3. Interpret digital consumer behavior and engagement 4. Interpret basic digital marketing performance indicators 5. Interpret ethical, legal, and technological considerations in digital marketing 6. Interpret content for digital marketing 	60
OU-ICT-DM-02-L4-V1	Perform Social Media Marketing	<ol style="list-style-type: none"> 1. Interpret social media marketing objectives and platforms 2. Develop social media content and posting plan 3. Publish and manage social media content 4. Apply Video Marketing 5. Execute paid social media promotions 	65
OU-ICT-DM-03-L4-V1	Perform Search Engine optimization	<ol style="list-style-type: none"> 1. Analyze website for SEO requirements 2. Perform keyword research 3. Perform on-page SEO optimization 4. Apply basic off-page SE practices 5. Monitor and report SEO performance 	65
OU-ICT-DM-04-L4-V1	Perform E-mail Marketing and Basic Automation	<ol style="list-style-type: none"> 1. Interpret e-mail marketing objectives and compliance requirements 2. Prepare e-mail content and subscriber lists 3. Set up and perform e-mail marketing campaigns 4. Apply basic e-mail automation workflows 5. Monitor, analyze, and report e-mail marketing performance 	70

1. Generic Units of Competency

Unit Code and Title	GU-09-L3-V1: Practice Negotiation Skills
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to practice negotiation skills. It specifically includes – planning negotiations and participating in negotiations.
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables Training Components
1. Plan negotiations	<p>1.1 Information on <u>preparing for negotiation</u> is identified and included in the plan.</p> <p>1.2 Information on creating <u>non-verbal environments</u> for positive negotiating is identified and included in the plan.</p> <p>1.3 Information on <u>active listening</u> is identified and included in the plan.</p> <p>1.4 Information on different <u>questioning techniques</u> 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>
Range of Variables	
Variable	Range (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>

	<ul style="list-style-type: none"> 1.5.2 Non-verbal communication 1.5.3 Assertiveness 1.5.4 Behavior labeling 1.5.5 Testing understanding 1.5.6 Seeking information 1.5.7 Self-disclosure <p>1.6 Analytic skills</p> <ul style="list-style-type: none"> 1.6.1 Observing differences between content and process 1.6.2 Identifying bargaining information 1.6.3 Applying strategies to manage process 1.6.4 Applying steps in negotiating process 1.6.5 Strategies to manage conflict 1.6.6 Steps in negotiating process <p>1.7 Options within organization and externally for resolving conflict</p>
2. Non-verbal environments	<ul style="list-style-type: none"> 2.1 Friendly reception 2.2 Warm and welcoming room 2.3 Refreshments offered 2.4 Lead in conversation before negotiation begins
3. Active listening	<ul style="list-style-type: none"> 3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	<ul style="list-style-type: none"> 4.1 Direct 4.2 Indirect 4.3 Human Open-ended
<p>Evidence Guide</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>Assessment required evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome. 1.2 participated in negotiation with at least one person to achieve an agreed outcome.
2. Underpinning knowledge	<ul style="list-style-type: none"> 3.1 Codes of practice and guidelines for the organization. 3.2 Organization policy and procedures for negotiations. 3.3 Decision making and conflict resolution strategies procedures. 3.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation. 3.5 Flexibility. 3.6 Empathy.

4 Underpinning skill	3.1 Interpersonal skills to develop rapport with other parties. 3.2 Communication skills (verbal and listening). 3.3 Observation skills. 3.4 Negotiation skills.
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implication	The following resources MUST be provided: 5.1 Workplace (actual or simulated). 5.2 Human resources (negotiators).
6. Methods of assessment	6.1 Demonstration 6.2 Oral questioning 6.3 Written test
7. Context of assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module. 7.2 Assessment should be done by a certified assessor
<p>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 NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

6. Sector Specific Units of Competency

Unit Title	Practice Occupational Safety and Health (OSH) Standard in ICT Workplace
Unit Code	SU-ICT-10-L2-V1
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to Practice Occupational Safety and Health (OSH) Standards in ICT. It includes identifying hazards and risk in the ICT Environment, applying Personal Health and Safety Practices, managing and Report Hazards, and responding to Emergencies
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria
1. Identify hazards and risks in the ICT Environment	<p>1.1 <u>Common safety and health risks</u> specific to IT workplaces are identified.</p> <p>1.2 <u>Workplace types and layout</u> and <u>conditions</u> are assessed for compliance with OSH standards.</p> <p>1.3 Types and appropriate usage of <u>Personal Protective Equipment (PPE)</u> for IT-related tasks are identified.</p> <p>1.4 <u>Hazards</u> are identified in the ICT environment</p>
2. Apply Personal Health and Safety Practices	<p>2.1 <u>Ergonomically sound practices</u> are implemented including proper workstation setup and posture.</p> <p>2.2 <u>Preventive measures</u> are taken to reduce physical and mental strain.</p> <p>2.3 Cleanliness and orderliness in the workplace are maintained to reduce risks.</p> <p>2.4 Personal Protective Equipment (PPE) is worn and stored properly after use.</p> <p>2.5 Workplace safety conditions are inspected and issues are reported to the designated authority.</p>
3. Manage and Report Hazards	<p>3.1 Routine checks of the immediate work area are conducted to identify hazards and risks.</p> <p>3.2 <u>Corrective actions</u> are taken to mitigate risks within the scope of responsibility.</p> <p>3.3 Internet and social media addiction is minimized to enhance workplace focus and safety.</p> <p>3.4 Detail records of incidents, hazards, and corrective actions are maintained as per workplace standard</p> <p>3.5 Hazards, risks, and incidents are reported accurately and promptly to the designated authority.</p>

4. Respond to Emergencies	<p>4.1 Emergencies are identified and reported according to workplace protocols.</p> <p>4.2 Workplace emergency response procedures are followed effectively as per organizational policy during incidents.</p> <p>4.3 Basic first aid is administered or assistance is sought from qualified personnel as required.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Common safety and health risks	<p>1.1 Ergonomics</p> <p>1.2 Repetitive strain injuries</p> <p>1.3 Eye strain</p> <p>1.4 Radiation</p> <p>1.5 Carpal tunnel syndrome</p> <p>1.6 Electrical hazards.</p>
2. Workplace Type and layout	<p>2.1 Hardware servicing labs</p> <p>2.2 Software development rooms</p> <p>2.3 IT Training Lab</p> <p>2.4 Server room</p> <p>2.5 Networking infrastructure</p>
3. Personal Protective Equipment (PPE)	<p>3.1 Aprons,</p> <p>3.2 Earplugs</p> <p>3.3 Face mask</p> <p>3.4 UV-protected eye ware</p> <p>3.5 Anti-static wristband</p> <p>3.6 Anti-static shoes.</p> <p>3.7 Gloves</p>
4. Hazards	<p>4.1 Physical Hazard</p> <p>4.2 Cables across the floor</p> <p>4.3 Slippery floor</p> <p>4.3 Dust</p> <p>4.4 Mechanical Hazard (Computer Case)</p> <p>4.5 Chemical Hazard</p> <p>4.5.1 Display cleaning chemical</p> <p>4.5.2 Keyboard cleaning chemical</p>
5. Ergonomically sound practices	<p>5.1 Using adjustable seating</p> <p>5.2 Maintaining proper posture</p> <p>5.3 Ensuring proper lighting.</p>

6. Preventive measures	<ul style="list-style-type: none"> 6.1. Regular breaks 6.2. Adequate lighting 6.3. Time management 6.4. Ergonomic furniture 6.5. Adequate ventilation
7. Emergencies	<ul style="list-style-type: none"> 7.1 Equipment failures/malfunctions 7.2 Fires 7.3 Electrical fires 7.4 Explosions 7.5 Natural disasters.
8. Workplace emergency response procedures	<ul style="list-style-type: none"> 8.1 First aid 8.2 Emergency treatment 8.3 Firefighting protocols 8.4 Evacuation plans
Evidence Guide	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified and mitigated OSH issues in IT workplaces. 1.2 Ensured a safe and hygienic work environment. 1.3 Reported hazards and followed emergency procedures. 1.4 Prevented and addressed social media/internet addiction. 1.5 Demonstrate the ability to identify and manage workplace hazards. 1.6 Demonstrated observance of safety procedures and
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 OSH policies, regulations, and standards for IT workplaces. 2.2 Common hazards in IT environments 2.3 Emergency response procedures and safety protocols. 2.4 Principles of Occupational Safety and Health (OSH). 2.5 Common IT workplace hazards and associated risks 2.6 Workplace safety regulations and organizational policies
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Safe operation and maintenance of IT equipment and tools 3.2 Practical application of ergonomic practices 3.3 Documenting incidents and communicating with relevant personnel 3.4 Effective communication of safety concerns to peers and supervisors 3.5 Ability to respond promptly to emergencies

4. Required attitudes	<ul style="list-style-type: none"> 4.1 Commitment to maintaining a safe and healthy work environment 4.2 Proactive approach to identifying and mitigating risks 4.3 Accountability for personal and workplace safety 4.4 Cooperation and respect for peers, supervisors, and safety policies 4.5 Willingness to participate in training and continuous improvement efforts 4.6 Mindfulness to avoid workplace distractions like excessive use of social media
5. Resource implication	<ul style="list-style-type: none"> 5.1 IT workplace setup (actual or simulated). 5.2 PPE and safety equipment. 5.3 Workplace policies and emergency response documentation.
6. Methods of Assessment	<ul style="list-style-type: none"> 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of assessment	<ul style="list-style-type: none"> 7.1. Competency assessment must be done in NSDA accredited center. 7.2. Assessment should be done by NSDA certified/ nominated assessor
<p>Accreditation Requirements Training Providers must be accredited by the 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Title	Comply with Ethical Standards in IT Workplace
Unit Code	SU-ICT-04-L3-V1
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to comply with ethical standards in IT workplace. It specifically includes interpret the interest of clients; deliver quality products and services; demonstrate professionalism in IT sector; and comply workplace code of conduct
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria Bold & Underlined terms are elaborated in the Range of Variables
1. Interpret the interest of clients	1.1 Client's view is interpreted and respected 1.2 Confidentiality of information is upheld in accordance with organizational policies, <u>national legislation</u> and workplace policies 1.3 Potential conflicts of interests are identified and informed to proper authority
2. Deliver quality products and services	2.1 Benchmark of product and service quality is identified 2.2 Need of quality product and service delivery is interpreted 2.3 Quality process to develop quality products and services is implemented following Industry and international standards
3. Demonstrate professionalism in IT sector	3.1 Agreed standards to deliver product or services are followed and commitment to deadlines is honoured 3.2 Professional image in the workplace is projected 3.3 Clients are negotiated effectively
4. Comply workplace code of conduct	4.1 IT security compliance is achieved 4.2 Workplace code of conduct is interpreted 4.3 Code of conduct is followed as stated in company guidelines in the workplace
Range of Variables	
Variable	Range (may include but not limited to):

1. National Legislation	<ul style="list-style-type: none"> 1.1 Industry / sector code of ethics 1.2 International and national guidelines for consumer protection 1.3 International and national copyright laws 1.4 Occupational health and safety requirements 1.5 Intellectual property rights law 1.6 Legal and regulatory policies in the information technology sector 1.7 Fire safety rules and regulations
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of Competency	<ul style="list-style-type: none"> 1.1 Complied to client’s satisfaction 1.2 Demonstrated professionalism in the workplace 1.3 Followed workplace code of conduct
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Details of professional code of conduct in the workplace 2.2 Industry and international standards
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Complying client’s satisfaction 3.2 Interpreting quality product and services 3.3 Demonstrating professionalism in the workplace 3.4 Maintaining workplace code of conduct
4. Underpinning attitudes	<ul style="list-style-type: none"> 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 implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Personal computer and peripherals 5.3 Software 5.4 Projector

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Demonstration</p> <p>6.2 Oral questioning</p> <p>6.3 Written test</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a 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 NSDA certified assessor</p>
<p>Accreditation Requirements</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 BNQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

7. Occupation Specific Units of Competency

Unit Code and Title	OU-ICT-DM-01-L4-V2: Interpret the concept of Digital Marketing
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to Interpret the concept of Digital Marketing. It specifically includes interpreting the fundamentals of digital marketing, identifying major digital marketing channels and tools, interpreting digital consumer behavior and engagement, interpreting basic digital marketing performance indicators and interpreting ethical, legal, and technological considerations in digital marketing
Nominal Hours	60 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables. Range include but not limited to
1. Interpret the fundamentals of digital marketing	2.1. Concept and scope of digital marketing is stated using <i>digital marketing terminology</i> . 2.2. Differences between traditional marketing and digital marketing are identified clearly. 2.3. <i>Key objectives of digital marketing</i> are interpreted in relation to business goals. 2.4. <i>Core components of the digital marketing</i> ecosystem are identified correctly. 2.5. Role of digital marketing in modern business and entrepreneurship is explained.
2. Identify major digital marketing channels and tools	2.1 Major digital marketing channels are identified according to their purpose. 2.2 Common <i>digital marketing tools</i> are matched with appropriate channels. 2.3 Advantages and limitations of each digital marketing channel are explained. 2.4 Channel selection is interpreted based on target audience and objectives
3. Interpret digital consumer behavior and engagement	3.1 Online consumer behavior patterns are identified correctly. 3.2 Factors influencing digital buying decisions are interpreted. 3.3 Customer engagement metrics are explained using basic indicators. 3.4 Importance of personalization and user experience is described.

4. Interpret basic digital marketing performance indicators	<p>4.1 Key digital marketing performance metrics are identified correctly.</p> <p>4.2 The purpose of analytics and tracking in digital marketing is explained.</p> <p>4.3 Basic interpretation of campaign performance data is demonstrated</p> <p>4.4 The role of data-driven decision making is described.</p>
5. Interpret ethical, legal, and technological considerations in digital marketing	<p>5.1 Ethical issues related to digital marketing are identified.</p> <p>5.2 Legal requirements affecting digital marketing practices are explained.</p> <p>5.3 Data privacy and consumer protection principles are interpreted.</p> <p>5.4 Emerging digital marketing technologies are identified</p>
6. Interpret content for digital marketing	<p>2.1. Type of digital marketing content is identified and interpreted</p> <p>2.2. Platform wise content formats are interpreted</p> <p>2.3. Content copyright principles and ethical considerations are interpreted</p> <p>2.4. Trending content and competitor's content in digital marketing are identified and differentiated</p> <p>2.5 Tone, style, and language suitability of digital contents are interpreted</p> <p>2.6 Content length, structure, and visual elements used in digital marketing are interpreted</p> <p>2.7 keyword relevance within digital content are interpreted.</p>
Range of Variables	
Variables	Range (may include but not limited to):

	<ul style="list-style-type: none"> 1.1 Digital marketing 1.2 Marketing Funnel 1.3 Buyer Persona 1.4 Customer Journey 1.5 A/B Testing 1.6 Pay Per Click (PPC) 1.7 Keyword 1.8 Landing page 1.9 Conversion rate 1.10 Engagement rate 1.11 Backlinks 1.12 B2B 1.13 B2C 1.14 UI/UX 1.15 Hashtag
	<ul style="list-style-type: none"> 2.1 Search Engine Optimization (SEO) 2.2 Content marketing 2.3 Social Media Marketing 2.4 Email marketing 2.5 Affiliate marketing 2.6 Influencer Marketing
	<ul style="list-style-type: none"> 3.1 Brand awareness 3.2 Lead generation 3.3 Conversion 3.4 Retention 3.5 Brand Loyalty

	<ul style="list-style-type: none"> 4.1 Search Engine <ul style="list-style-type: none"> 4.1.1 Google, 4.1.2 Bing, 4.1.3 Baidu, 4.1.4 Yandex 4.2 Social Media <ul style="list-style-type: none"> 4.2.1 Meta <ul style="list-style-type: none"> 4.2.1.1 Facebook, 4.2.1.2 Instagram, 4.2.1.3 Thread, 4.2.1.4 WhatsApp 4.2.2 LinkedIn, 4.2.3 YouTube 4.2.4 Pinterest 4.2.5 TikTok 4.2.6 X 4.3 AI platform <ul style="list-style-type: none"> 4.3.1 ChatGPT 4.3.2 Gemini 4.3.3 DeepSeek 4.3.4 Grok 4.3.5 Co-pilot 4.3.6 MidJourney 4.3.7 Perplexity 4.4 Email 4.5 SMS
	<ul style="list-style-type: none"> 5.1 Text 5.2 Image 5.3 Audio 5.4 Video 5.5 Animation 5.6 Info-graphic

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency

<p>1. Critical aspects of competency</p>	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 identified core components of the digital marketing ecosystem correctly. 1.2 matched common digital marketing tools with appropriate channels. 1.3 explained customer engagement metrics using basic indicators. 1.4 identified key digital marketing performance metrics correctly. 1.5 Interpreted data privacy and consumer protection principles 1.6 identified and interpreted type of digital marketing content
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> 2.1 Concepts, scope, objectives, evolution of digital marketing, and its role in modern business and entrepreneurship. 2.2 Overview of SEO, SEM, social media marketing, email marketing, content marketing, mobile marketing, and online marketplaces. 2.3 Introduction to commonly used tools such as search engines, social media platforms, email tools, analytics dashboards, and ad managers. 2.4 Online customer journey, consumer needs, preferences, motivations, engagement patterns, and decision-making processes. 2.5 Basics of digital content types, messaging, branding, user engagement, and interaction in digital environments. 2.6 Fundamental KPIs such as reach, impressions, clicks, engagement rate, conversions, traffic sources, and basic ROI concepts. 2.7 Data privacy, consent, copyright, intellectual property, misleading advertisements, and responsible digital practices. 2.8 Overview of emerging technologies such as AI, automation, mobile technologies, and data-driven marketing concepts.
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1 Interpreting digital marketing concepts, terminology, and practices in simple and practical terms. 3.2 Identifying appropriate digital marketing channels and tools for different business or communication purposes. 3.3 Interpreting basic digital marketing data and performance indicators to understand campaign effectiveness. 3.4 Interpreting digital consumer behavior, engagement patterns, and online interactions. 3.5 Recognizing ethical and legal issues in digital marketing activities and apply responsible

4. Required attitude	4.1 valuing self and staff safety, and strictly following workplace Safety standards. 4.2 Performing tasks responsibly, ethically, and with integrity. 4.3 Carrying out activities on time, meeting deadlines, and being dependable. 4.4 Practicing sustainability, minimizing waste, and conserving resources. 4.5 Showing interest in continuous personal and professional development. 4.6 Maintaining personal grooming, cleanliness, and being on time for duties. 4.7 Valuing teamwork, hierarchy, and workplace harmony. 4.8 Interacting politely and professionally with peers, seniors, and guests. 4.9 Demonstrating courtesy, patience, and a welcoming approach to clients . 4.10 Being open to changes in work schedules, guest needs, and operational demands.
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Equipment and outfits appropriate in applying safety measures 5.3 Tools, equipment, materials and documentation required 5.4 OSH Policies and Procedures
6. Methods of assessment	Competency should be assessed by: 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 assessment center 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-ICT-DM-02-L4-V2: Perform Social Media Marketing
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to Perform Social Media Marketing . It specifically includes Interpret social media marketing objectives and platforms, develop social media content and posting plan, publish and manage social media content, apply video marketing and execute paid social media promotions
Nominal Hours	65 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables. Range include but not limited to
1. Interpret social media marketing objectives and platforms	<p>1.1 Social media marketing objectives are identified in line with overall digital marketing goals.</p> <p>1.2 Suitable <i>social media platforms</i> are selected based on audience, content type, and objectives.</p> <p>1.3 Target audience characteristics and user behavior are identified for selected platforms.</p> <p>1.4 Platform features, algorithms, and content formats are interpreted according to current trends.</p> <p>1.5 <i>Key performance indicators (KPIs)</i> for social media activities are identified.</p>
2. Develop social media content and posting plan	<p>2.1. Content ideas are generated based on brand message, audience interest, and platform requirements.</p> <p>2.2. <i>Content types and features</i> are selected according to platform guidelines.</p> <p>2.3. Content calendar and posting schedule are prepared to ensure consistency and engagement.</p> <p>2.4. Brand voice, tone, and visual identity are applied consistently in all social media content.</p> <p>2.5 Copyright, ethical, and platform content policies are followed during content creation.</p>

3. Publish and manage social media content	<p>3.1. Social media posts are published using appropriate tools and platform features.</p> <p>3.2. Hashtags, captions, tags, and links are applied to improve reach and engagement.</p> <p>3.3. User comments, messages, and interactions are monitored and responded to professionally.</p> <p>3.4. Community guidelines are applied while moderating comments and user-generated content.</p> <p>3.5. Issues, complaints, or negative feedback are escalated according to organizational procedures.</p>
4. Apply Video Marketing	<p>4.1 Video marketing objectives are identified in line with digital marketing goals.</p> <p>4.2 Appropriate video platforms and formats are selected based on target audience and campaign requirements.</p> <p>4.3 Basic scripting, visuals, and key messages are applied to communicate the intended message effectively.</p> <p>4.4 Videos are created or edited using basic tools in compliance with platform specifications.</p> <p>4.5 Branding elements, captions, and call-to-action are applied consistently in the video content.</p> <p>4.6 Videos are published and optimised according to platform guidelines and content plans.</p>
5. Execute paid social media promotions	<p>5.1 <i>Paid social media advertising</i> type are identified</p> <p>5.2 Paid promotion objectives are identified based on campaign goals.</p> <p>5.3 Keyword research and competitor analysis are conducted if required.</p> <p>5.4 Target audience parameters are set using demographic, interest, and behavioral data as per requirements.</p> <p>5.5 Budget, duration, and ad format are selected according to platform requirements.</p> <p>5.6 Advertisements are launched as per plan and platform strategy requirements.</p>
Range of Variables	
Variables	Range (may include but not limited to):

1. Social media platforms	1.1 Facebook, 1.2 Instagram, 1.3 LinkedIn, 1.4 YouTube,
2. Key performance indicators (KPIs)	2.1 Reach 2.2 Impressions 2.3 Engagement rate 2.4 CTR 2.5 Conversions
3. Content types and features	3.1 Text 3.2 Image, 3.3 Video, 3.4 Reels, 3.5 Stories, 3.6 Live
4. Paid social media advertising	4.1 Boosted posts, 4.2 Ad objectives, 4.3 Targeting, 4.4 Budgeting, 4.5 Bidding
5. Video types	5.1 Promotional 5.2 Explainer 5.3 Short-form

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency

1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 identified key performance indicators (KPIs) for social media activities 1.2 selected content types and features according to platform guidelines. 1.3 applied hashtags, captions, tags, and links to improve reach and engagement. 1.4 created or edited videos using basic tools in compliance with platform specifications. 1.5 Target audience parameters are set using demographic, interest, and behavioral data as per requirements.
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<p>2. Underpinning Knowledge</p>	<p>2.1 Concepts and objectives of social media marketing</p> <p>2.2 Features, user demographics, and algorithms of major social media platforms</p> <p>2.3 Social media content types and formats</p> <p>2.4 Basic principles of content marketing and storytelling</p> <p>2.5 Social media posting strategies and content calendars</p> <p>2.6 Fundamentals of community management and audience engagement</p> <p>2.7 Basics of paid social media advertising</p> <p>2.8 Introduction to social media analytics and KPIs</p> <p>2.9 Basic platform-specific content requirements, including aspect ratios, duration limits, resolution, captions, title, branding and copyright considerations.</p> <p>2.10 Social media policies, ethics, and compliance</p>
<p>3. Underpinning Skills</p>	<p>3.1 Selecting appropriate social media platforms based on marketing objectives and target audience</p> <p>3.2 Creating simple, engaging social media content using basic design, caption writing, and hashtag techniques</p> <p>3.3 Scheduling, publishing, and managing posts using native or third-party social media tools</p> <p>3.4 Setting up and running basic paid promotions including audience targeting, budget setting, and ad monitoring</p> <p>3.5 Creating video for social media marketing</p>

4. Required attitude	<p>4.1 Valuing safety and strictly following workplace safety standards.</p> <p>4.2 Performing tasks responsibly, ethically, and with integrity.</p> <p>4.3 Carrying out activities on time, meeting deadlines, and being dependable.</p> <p>4.4 Practicing sustainability, minimizing waste, and conserving resources.</p> <p>4.5 Showing interest in continuous personal and professional development.</p> <p>4.6 Maintaining personal grooming, cleanliness, and being on time for duties.</p> <p>4.7 Valuing teamwork, hierarchy, and workplace harmony.</p> <p>4.8 Interacting politely and professionally with peers, seniors, and guests.</p> <p>4.9 Demonstrating courtesy, patience, and a welcoming approach to clients .</p> <p>4.10 Being open to changes in work schedules, guest needs, and operational demands.</p>
5. Resource implications	<p>5.1 Workplace (actual or simulated)</p> <p>5.2 Equipment and outfits appropriate in applying safety measures</p> <p>5.3 Tools, equipment, materials and documentation required</p> <p>5.4 OSH Policies and Procedures</p>
6. Methods of assessment	<p>Competency should be assessed by:</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 assessment center</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-ICT-DM-03-L3-V2: Perform Search Engine optimization
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to Perform Search Engine optimization . It specifically includes analyze website for SEO requirements, perform keyword research, perform on-page SEO optimization, apply basic off-page SEO practices and monitor and report SEO performance
Nominal Hours	65 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables. Range include but not limited to
1. Analyze website for SEO requirements	1.1 Website structure and purpose are reviewed according to SEO requirements. 1.2 Existing content and pages are identified for optimization opportunities. 1.3 Basic SEO issues are identified using simple analysis tools. 1.4 Mobile responsiveness and page accessibility are checked.
2. Perform keyword research	2.1 Target keywords are identified based on business products or services. 2.2 Short-tail and long-tail keywords are differentiated correctly. 2.3 Search intent of selected keywords is interpreted. 2.4 Keywords are prioritized based on relevance and search volume. 2.5 A keyword list is prepared for on-page optimization.
3. Perform on-page SEO optimization	3.1 Page titles and meta descriptions are optimized using target keywords. 3.2 Headings (H1–H3) are structured according to SEO guidelines. 3.3 Contents are optimized for readability and keyword relevance. 3.4 Image elements are optimized using alt text and file naming practices.

4. Apply basic off-page SEO practices	<p>4.1 The concept and purpose of off-page SEO are explained.</p> <p>4.2 Off-page SEO methods are distinguished</p> <p>4.2 Business information is submitted to basic online directories.</p> <p>4.3 Social media platforms are used to support content visibility.</p> <p>4.4 Ethical link-building practices are followed.</p> <p>4.5 Activities are performed in compliance with search engine guidelines.</p>
5. Monitor and report SEO performance	<p>5.1 Website traffic and keyword performance are monitored using basic tools .</p> <p>5.2 SEO results are compared against baseline data.</p> <p>5.3 Common SEO performance metrics are interpreted.</p> <p>5.4 Basic SEO performance reports are prepared.</p> <p>5.5 Improvement needs are identified and communicated to relevant persons.</p>

Range of Variables

Variables	Range (may include but not limited to):
1. Keywords	<p>1.1. Informational,</p> <p>1.2. Navigational,</p> <p>1.3. Transactional</p>
2. Contents	<p>2.1. Blog posts</p> <p>2.2. Product pages</p> <p>2.3. landing pages</p>
3. Off-page SEO methods	<p>3.1. Directory submission</p> <p>3.2. Social sharing,</p> <p>3.3. Citations</p>
4. SEO Performance Metrics	<p>4.1. Organic traffic</p> <p>4.2. Keyword ranking,</p> <p>4.3. Impressions,</p> <p>4.4. Clicks</p>
5. Basic keyword performance and monitoring tools .	<p>5.1. Google Analytics</p> <p>5.2. Google Search Console</p>

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency

<p>1. Critical aspects of competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 identified basic SEO issues using simple analysis tools. 1.2 Interpreted Search intent of selected keywords 1.3 optimized contents for readability and keyword relevance 1.4 used social media platforms to support content visibility. 1.5 compared SEO results against baseline data.
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Fundamental concepts and working principles of search engines 2.2 Basic website structure, HTML elements, and SEO-friendly URLs 2.3 On-page SEO factors including title tags, meta descriptions, headings, and content optimization 2.4 Keyword concepts, search intent, and types of keywords 2.5 Use and purpose of basic SEO and keyword research tools 2.6 Image optimization principles and internal linking concepts 2.7 Off-page SEO concepts including backlinks and ethical link-building practices 2.8 Role of social media and online directories in SEO visibility 2.9 Basic SEO performance indicators such as traffic, ranking, and impressions 2.10 Introduction to web analytics and SEO reporting tools
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Analyze a website to identify basic SEO issues and improvement needs 3.2 Conduct basic keyword research and select relevant keywords 3.3 Apply on-page SEO optimization techniques to webpages 3.4 Implement basic off-page SEO activities following ethical practices 3.5 Monitor, interpret, and report basic SEO performance data

4. Required attitude	<p>4.1. Valuing safety and strictly following workplace safety standards.</p> <p>4.2. Performing tasks responsibly, ethically, and with integrity.</p> <p>4.3. Carrying out activities on time, meeting deadlines, and being dependable.</p> <p>4.4. Practicing sustainability, minimizing waste, and conserving resources.</p> <p>4.5. Showing interest in continuous personal and professional development.</p> <p>4.6. Maintaining personal grooming, cleanliness, and being on time for duties.</p> <p>4.7. Valuing teamwork, hierarchy, and workplace harmony.</p> <p>4.8. Interacting politely and professionally with peers, seniors, and guests.</p> <p>4.9. Demonstrating courtesy, patience, and a welcoming approach to clients .</p> <p>4.10. Being open to changes in work schedules, guest needs, and operational demands.</p>
5. Resource implications	<p>5.1 Workplace (actual or simulated)</p> <p>5.2 Equipment and outfits appropriate in applying safety measures</p> <p>5.3 Tools, equipment, materials and documentation required</p> <p>5.4 OSH Policies and Procedures</p>
6. Methods of assessment	<p>Competency should be assessed by:</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 assessment center</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-ICT-DM-04-L4-V2: Perform E-mail Marketing and Basic Automation
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to Perform E-mail Marketing and Basic Automation . It specifically includes interpret e-mail marketing objectives and compliance requirements, prepare e-mail content and subscriber lists, set up and perform e-mail marketing campaigns, apply basic e-mail automation workflows, monitor, analyze, and report e-mail marketing performance
Nominal Hours	70 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables. Range include but not limited to
1. Interpret e-mail marketing objectives and compliance requirements	<p>1.1 E-mail marketing objectives are identified in line with overall digital marketing goals.</p> <p>1.2 Target audience and subscriber characteristics are identified using available customer data.</p> <p>1.3 Applicable e-mail marketing laws, regulations, and platform policies are interpreted.</p> <p>1.4 Consent, opt-in, and unsubscribe requirements are identified and applied.</p> <p>1.5 <u>Key performance indicators</u> (KPIs) for e-mail marketing campaigns are identified.</p>
2. Prepare e-mail content and subscriber lists	<p>2,1 Subscriber lists are created, imported, or updated following permission-based practices.</p> <p>2.2 Subscriber data is segmented using <i>basic criteria of data segmentation</i></p> <p>2.3 E-mail content is developed according to campaign objectives and brand guidelines.</p> <p>2.4 Subject lines, preview text, and calls-to-action are prepared to improve open and click rates.</p> <p>2.5 E-mail templates are selected or customized using approved <i>e-mail marketing tools</i>.</p>

<p>3. Set up and perform e-mail marketing campaigns</p>	<p>3.1 E-mail campaigns are configured using appropriate e-mail marketing platforms.</p> <p>3.2 Sender information, reply-to address, and branding elements are verified for accuracy.</p> <p>3.3 Test e-mails are sent to check layout, links, and deliverability.</p> <p>3.4 Campaigns are scheduled and sent according to the content calendar.</p> <p>3.5 Errors or delivery issues are identified and corrected before or after sending.</p>
<p>4. Apply basic e-mail automation workflows</p>	<p>4.1 <i>E-mail automation</i> concept are interpreted</p> <p>4.2 Suitable <i>email automation use cases</i> are identified.</p> <p>4.3 Automation triggers, conditions, and actions are configured using available tools.</p> <p>4.4 Automated messages are personalized using basic subscriber data fields.</p> <p>4.5 Automation workflows are tested to ensure correct sequencing and timing.</p> <p>4.6 Automation processes are maintained and updated based on campaign requirements.</p>
<p>5. Monitor, analyze, and report e-mail marketing performance</p>	<p>5.1 E-mail campaign performance data is monitored using analytics dashboards.</p> <p>5.2 Key metrics of email marketing performance are analyzed.</p> <p>5.3 Campaign results are compared against defined KPIs and objectives.</p> <p>5.4 Insights and improvement areas are identified from performance data.</p> <p>5.5 Performance reports are prepared and shared with relevant stakeholders.</p>

Range of Variables	
Variables	Range (may include but not limited to):
<p>1. KPIs for e-mail marketing campaigns</p>	<p>1.1.Open Rate</p> <p>1.2.Click-Through Rate</p> <p>1.3.Conversion Rate</p> <p>1.4.Bounce Rate</p> <p>1.5.Unsubscribe Rate</p>

2. Basic criteria of data segmentation	2.1.Demographics 2.2.Behaviour 2.3.Interest
3. E-mail marketing tools	4.1.Crystal Knows 4.2.Mailshake 4.3.Boomerang 4.4.CoSchedule Headline Analyzer 4.5.Social Media Chatbots
4. E-mail automation	5.1.Triggers 5.2.Workflows 5.3.Autoresponders, 5.4.Drip campaigns
5. Email automation use cases	6.1.Welcome e-mail, 6.2.Follow-up 6.3.Reminder
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 identified E-mail marketing objectives in line with overall digital marketing goals. 1.2 developed E-mail content according to campaign objectives and brand guidelines. 1.3 sent test e-mails to check layout, links, and deliverability 1.4 personalized automated messages using basic subscriber data fields. 1.5 Campaign results are compared against defined KPIs and objectives
2. Underpinning Knowledge	2.1 Concepts and objectives of e-mail marketing 2.2 E-mail marketing compliance and regulations 2.3 Types of e-mail campaigns and content formats 2,4 Basics of subscriber list management 2.5 Principles of effective e-mail content and copywriting 2.6 Overview of e-mail marketing tools and platforms 2.7 Fundamentals of e-mail campaign setup and scheduling 2.8 Basic e-mail automation concepts 2.9 E-mail performance metrics and reporting methods

3. Underpinning Skills	<p>3.1 Preparing compliant e-mail content and subscriber lists following permission and data protection requirements</p> <p>3.2 Designing and setting up basic e-mail campaigns using templates, subject lines, and scheduling tools</p> <p>3.3 Segmenting subscriber lists and applying simple personalization to improve engagement</p> <p>3.4 Creating and managing basic automation workflows</p> <p>3.5 Monitoring campaign performance and preparing basic reports to evaluate effectiveness and suggest improvements</p>
4. Required attitude	<p>4.1 Valuing safety and strictly following workplace safety standards.</p> <p>4.2 Performing tasks responsibly, ethically, and with integrity.</p> <p>4.3 Carrying out activities on time, meeting deadlines, and being dependable.</p> <p>4.4 Practicing sustainability, minimizing waste, and conserving resources.</p> <p>4.5 Showing interest in continuous personal and professional development.</p> <p>4.6 Maintaining personal grooming, cleanliness, and being on time for duties.</p> <p>4.7 Valuing teamwork, hierarchy, and workplace harmony.</p> <p>4.8 Interacting politely and professionally with peers, seniors, and guests.</p> <p>4.9 Demonstrating courtesy, patience, and a welcoming approach to clients .</p> <p>4.10 Being open to changes in work schedules, guest needs, and operational demands.</p>
5. Resource implications	<p>5.1 Workplace (actual or simulated)</p> <p>5.2 Equipment and outfits appropriate in applying safety measures</p> <p>5.3 Tools, equipment, materials and documentation required</p> <p>5.4 OSH Policies and Procedures</p>
6. Methods of assessment	<p>Competency should be assessed by:</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 assessment center</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
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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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

9. Committee for Validation of Competency Standard

The Competency Standards for the National Skills Certificate in Digital Marketing , Level 3, were validated by the NSDA on 18th December 2025.

Sl. No	Name, Address, Email and Cell No.	Position in the Committee	Signature
1.	Birendra Nath Adhikary CEO, ICT ISC, Dhaka Cell: +8801730444782 Email: icisc.bd@gmail.com	Chairman	 22/12/25
2.	Dr. Md. Anwar Hossain Deputy Secretary, Ministry of ICT Cell: +8801731179785 Email: anwarh73@yahoo.com	Member	
3.	Md Omar Faruk Khan CEO, Khan IT Cell: +8801708590337 Email: ceo@khanit.com.bd	Member	
4.	Nazib Rafe CEO, WIT Institute Cell: +8801913421375 Email: nazibrafe@gmail.com	Member	
5.	Md. Jakir Hossain Digital Marketing Manager, bitsmitra.com Cell: +8801515236127 Email : mdjakirdgc@gmail.com	Member	Jakin
6.	Md. Shohab Sarker Santo Head of Digital Marketing, Khan IT, Dhaka Cell: +8801703966550 Email: santosarker00@gmail.com	Member	
7.	Md Nur Nobil Khan Head of Digital Marketing ArBit Creative IT, Dhaka Cell: +8801303072143 E-mail: nurnobi.kuet@gmail.com	Member	

Sl. No	Name, Address, Email and Cell No.	Position in the Committee	Signature
8.	Dewan Tanzid Islam Senior Digital Marketing Executive Blument, UAE Cell: +8801959500669 E-mail: tanzid.blumencomputer@gmail.com	Member	
9.	Md. Abidur Rahman Shaon CMO, bitsmitra.com, Dhaka Cell: +8801531958323 E-mail: me@shaonabid.com	Member	
10.	Monjurul Amin Anik CEO Dawat IT & Consultancy Cell: +8801635328606 Email: dawatitofficial@gmail.com	Member	
11.	Dr. Md. Shah Alam Majumder, Consultant, Curriculum Expert, NSDA Mobile: 01815424855, Email: ehlam1999@gmail.com	Curriculum Expert	

Workshop Minutes

Government of the People's Republic of Bangladesh
 Chief Adviser's Office
 National Skills Development Authority
 Level: 10-11, Biniyog Bhaban,
 E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
 Email: ec@nsda.gov.bd, Website: www.nsd.gov.bd.

Minutes of the Competency Standard Review and Validation Workshop on “Digital Marketing for freelancing , Level 3” Occupation.

Chairman	: On Behalf of Chairman , CEO of ICT-ISC
Date	: 18 December 2025
Time	: 9:00am - 5:00 pm
Place	: ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207

The Chairman welcomed all those present and started the work of the workshop. During the day-long workshop, the competency standard of Web Design and Development for Freelancing, Level 3 occupation was reviewed and finalized in detail. The activities related to the finalized standard through review and validation workshop are presented below:

Serial No.	Content of validation	Whether it was appropriate		What actions have been taken if not appropriate?
		Yes	No.	
1.	Name and level of occupation		No	Name Changed as Digital Marketing and Level remain to 3
2.	Nominal Hour		No	360 hours to 420 hours
3.	Unit of Competency		No	01 Sector Specific units is added. <ul style="list-style-type: none"> ▪ Practice Occupational Safety and Health (OSH) in ICT Workplace 01 Sector Specific units is deleted <ul style="list-style-type: none"> ▪ Operate office application software 01 new occupation specific units are added <ul style="list-style-type: none"> ▪ Perform E-mail Marketing and Basic Automation 03 existing occupation specific units are modified and Title changed as <ul style="list-style-type: none"> ▪ Interpret the Concept of Digital Marketing ▪ Perform Social Media Marketing ▪ Perform Search Engine optimization 01 Occupation Specific Unit is shifted to upper level and excluded from this level <ul style="list-style-type: none"> ▪ Interpret search Engine Marketing
4.	Element		No.	Proper refinement of required elements has been done by keeping consistent elements.
5.	Performance Criteria		No.	Necessary refinement of performance criteria has been achieved.
6.	Variables		No.	Appropriate addition, modification and refinement of variables has been done keeping in view the performance criteria.
7.	Critical Aspect of Competence		No.	Changes have been made in the critical aspect of competency as per the change of performance criteria
8.	Underpinning		No.	Necessary addition, changing and refinements have

	knowledge			been made.
9.	Underpinning Skills		No.	Necessary addition, change and refinement have been made.
10.	Attitude		No	Change as per occupational need
11.	Resources	Yes		Slight change has been made
12.	Assessment methods	Yes		
13.	Others			<ul style="list-style-type: none"> ▪ The nominal hours of the units of competencies have been readjusted for content consideration. ▪ Overall, the occupational standard need to be shifted from Level-3 to Level 4 according to BNQF level descriptor's and association with professional dignity but due to some practical constraint for time being the level kept at level 3

Through the above activities, the Competency Standard has been reviewed, finalized and validated as “Digital Marketing, **Level 3**”.

Chairman
Committee on Standard and
Curriculum Validation,
Chairman - ICT ISC