

Qualification specification

**NCFE Level 2 Award in Digital Promotion for
Business**

QN: 601/6671/X

**NCFE Level 2 Certificate in Digital Promotion for
Business**

QN: 601/6673/3

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Summary of changes

This document summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (Version 5.2 March 2022). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
5.2	March 2022	<p>The following information has been added to the following sections:</p> <p>Learning Resources</p> <p>The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.</p> <p>Third-party products</p> <p>Third-party products to support the delivery of these qualifications are offered by the following third-party supplier:</p> <ul style="list-style-type: none">• MarketSmarter <p>For more information about these resources and how to access them, please contact MarketSmarter via solutions@marketsmarter.co.uk or 0121 752 3800.</p>
v5.3	June 2022	<p>Further information added to the achieving these qualifications section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Award and Certificate in Digital Promotion for Business.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title.

Things you need to know

Level 2 Award in Digital Promotion for Business:

Qualification number (QN)	601/6671/X
Aim reference	6016671X
Total Qualification Time (TQT)	75
Guided learning hours (GLH):	50
Level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Level 2 Certificate in Digital Promotion for Business:

Qualification number (QN)	601/6673/3
Aim reference	60166733
Total Qualification Time (TQT)	225
Guided learning hours (GLH):	150
Level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/6671/X and 601/6673/3.

Aims and objectives of these qualifications

These qualifications aim to:

- introduce learners to concepts of digital promotion that can be used in a business setting.

The objectives of these qualifications are to help learners to:

- progress to other related general and/or vocational qualifications
 - develop their understanding of a wide range of topics - including search engine optimisation (SEO), data protection and social media.
-

Achieving these qualifications

Award

To be awarded the Level 2 Award in Digital Promotion for Business, learners are required to successfully complete a minimum of 3 optional units.

Certificate

To be awarded the Level 2 Certificate in Digital Promotion for Business, learners are required to successfully complete a minimum of 8 optional units.

These qualifications consist of 13 optional units:

Unit No	Unit title
Unit 01	Digital promotion for business
Unit 02	Understanding search engine optimisation for business
Unit 03	Coordinating the use of digital media for business
Unit 04	Coordinating offline and digital media for business
Unit 05	Emergent digital techniques for business
Unit 06	Producing digital promotional content for business
Unit 07	Data protection and digital media for business
Unit 08	Measuring the effectiveness of digital promotional activity for business
Unit 09	Understanding social media
Unit 10	Email campaigns for business promotion
Unit 11	Mobile phone applications for business
Unit 12	Online reputation management
Unit 13	Using the internet to raise funds and outsource business functions

The learning outcomes and assessment criteria for each unit are provided in Section 2.

To achieve the Level 2 Award and Certificate in Digital Promotion for Business, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A unit certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Entry guidance

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 1 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 2 Certificate in IT User Skills (ITQ)
- Level 2 Certificate or Diploma in Creative Media
- Level 2 Diploma in Skills for Business: Sales and Marketing
- Level 3 Diploma or Extended Diploma in Creative Media
- Level 3 Certificate or Diploma in IT User Skills

They may also be useful to learners studying qualifications in the following areas:

- Marketing
- Business
- ICT
- Media.

Learners can progress from an Award to a Certificate but centres must carefully consider onto which qualification they want to register the learner, as the registration fee will be applied for both qualifications.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing customersupport@ncfe.org.uk

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of these qualifications. Please check the qualification page on the NCFE website for more information.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Third-party products

Third-party products to support the delivery of these qualifications are offered by the following third-party supplier:

- MarketSmarter

For more information about these resources and how to access them, please contact MarketSmarter via solutions@marketsmarter.co.uk or 0121 752 3800.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications. The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- assessment guidance (types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications, please contact our Product Development team on 0191 239 8000.

Unit 01 Digital promotion for business (Y/507/4155)

Unit summary	In this unit learners will investigate and apply a range of digital promotional activities.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand digital promotional activities for business

The learner can:

- 1.1 Describe a range of digital promotional activities
- 1.2 Outline the purpose and aim of digital promotional activities for a business
- 1.3 Give positive and negative points of a range of digital promotional activities

Learning outcome 2

The learner will:

- 2 Be able to plan digital promotional activities for a business

The learner can:

- 2.1 Identify the digital promotional goals for a business
- 2.2 Plan digital promotional activities for a business using specific, measurable, achievable, relevant and time-bound (SMART) objectives

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.3	learners could conduct research and prepare notes or a learner report	learner report
2.1, 2.2	Tutors could construct case studies to illustrate scenarios based on the assessment criteria; these could be supported by focused questions for the learner	case study

Unit 02 Understanding search engine optimisation for business (D/507/4156)

Unit summary	In this unit learners will understand search engine optimisation (SEO) and how it can be used to increase online traffic for a business.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand what search engine optimisation (SEO) is

The learner can:

- 1.1 Summarise the purpose and function of SEO
-

Learning outcome 2

The learner will:

- 2 Understand how SEO generates online traffic for a business

The learner can:

- 2.1 Compare the results of different online searches for business services and products
 - 2.2 Describe how SEO generates online traffic for a business
-

Learning outcome 3

The learner will:

- 3 Know how to use SEO to increase online traffic for a business

The learner can:

- 3.1 Give examples of methods to increase online traffic
 - 3.2 Identify ways to increase online traffic for a business
 - 3.3 Design an SEO strategy for a business
-

Unit 02 Understanding search engine optimisation for business (D/507/4156) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment
1.1	learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording - learners could also prepare a learner report	individual notes from a small group discussion
2.1, 2.2	learners could conduct research and prepare notes or a learner report	learner report
3.1–3.3	learners could prepare and deliver a presentation covering the assessment criteria which could be assessed via a tutor witness testimony or video recording - learners could also prepare a learner report	presentation

Unit 03 Coordinating the use of digital media for business (H/507/4157)

Unit summary	In this unit learners will explore how to coordinate digital media to create customer conversions.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the role of digital media in promoting a business

The learner can:

- 1.1 Give positive and negative points of a range of different digital media for a business
- 1.2 Describe the role of digital media in promoting a business
- 1.3 Describe how digital media supports the customer conversion process

Learning outcome 2

The learner will:

- 2 Understand how to coordinate the use of digital media to meet business needs and objectives

The learner can:

- 2.1 Identify a business' needs and objectives
- 2.2 **Plan** a coordinated digital campaign for a business

Key word

- 2.3 The **plan** should differentiate between the role each digital media will play in the campaign

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.2	learners could conduct research and prepare notes or a learner report	learner report

Unit 04 Coordinating offline and digital media for business (R/507/4154)

Unit summary	In this unit learners will understand how to coordinate the use of offline and digital media to generate online traffic and meet business objectives.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the role of offline media in generating online traffic

The learner can:

- 1.1 Give positive and negative points of a range of offline media for a business
- 1.2 Describe the role of offline media in generating online traffic
- 1.3 Describe the ways in which offline media complements and supports digital media

Learning outcome 2

The learner will:

- 2 Understand how to coordinate the use of offline and digital media to meet business needs and objectives

The learner can:

- 2.1 Identify a business' needs and objectives
- 2.2 **Plan** a campaign for a business, coordinating offline and digital media

Key word

- 2.3 The **plan** should differentiate between the role each digital media will play in the campaign

Assessment guidance

AC	Assessment guidance	Suggested assessment
1.1–2.2	learners could conduct research and prepare notes or a learner report	learner report

Unit 05 Emergent digital techniques for business (K/507/4158)

Unit summary	This unit encourages learners to be aware of new developments in digital promotions and to actively engage with an emergent digital technique.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the role of an emergent digital technique in promoting an organisation

The learner can:

- 1.1 List the advantages and disadvantages of a range of **emergent digital techniques**
- 1.2 Evaluate business uses of an emergent digital technique
- 1.3 Compare an emergent digital technique with established digital promotion techniques

Learning outcome 2

The learner will:

- 2 Be able to use an emergent digital technique to design a promotional campaign

The learner can:

- 2.1 Identify ways in which an organisation can utilise an emergent digital technique(s)
- 2.2 Design a digital promotional campaign using an emergent technique(s)

Key words

- 1.1 **Emergent digital techniques** are new and evolving digital techniques

Assessment guidance

AC	Assessment guidance	Suggested assessment
1.1–1.3	learners could conduct research and prepare notes or a learner report	learner report
2.1, 2.2	an assignment could be devised with a series of tasks related to the assessment criteria	assignment

Unit 06 Producing digital promotional content for business (M/507/4159)

Unit summary	This unit aims to equip the learner with the knowledge and understanding required to produce effective material for an organisation's digital promotional activity.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the impact of content on digital promotions

The learner can:

- 1.1 Compare content used by different organisations for promotional purposes
- 1.2 Analyse content according to its purpose
- 1.3 Identify the features used in an organisation's digital promotional content

Learning outcome 2

The learner will:

- 2 Be able to create content for an organisation's digital promotion

The learner can:

- 2.1 Select and justify a topic for producing digital content
- 2.2 **Choose** the most appropriate environment or channel to host the content
- 2.3 Apply knowledge of the **organisation** to the creation of content for digital promotion
- 2.4 Evaluate the effectiveness of content for digital promotion

Key words

- 2.2 **Choose** – outlining the advantages and disadvantages of selected environments and/or channels
- 2.3 **Organisation** – products, services, and/or people

Assessment guidance

AC	Assessment guidance	Suggested assessment
1.1–1.3	learners could conduct research and prepare notes or a learner report	learner report
2.1–2.4	learners could develop a finished product based on the assessment criteria	product

Unit 07 Data protection and digital media for business (K/507/4161)

Unit summary	This unit aims to help learners understand why data protection legislation is important to a business.
Guided learning hours	10
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the importance of data protection legislation

The learner can:

- 1.1 Describe the principles of data protection legislation
- 1.2 Assess a range of data protection issues relating to digital media
- 1.3 Outline what should be included in a data protection policy for a business with an online presence

Assessment guidance

AC	Assessment guidance	Suggested assessment
1.1	learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording - learners could also prepare a learner report	individual notes from a small group discussion
1.2,1.3	learners could conduct research and prepare notes or a learner report	learner report

Unit 08 Measuring the effectiveness of digital promotional activity for business (H/507/4160)

Unit summary	This unit will help learners to understand the process and benefits of measuring digital promotional activities.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the process for measuring the effectiveness of digital promotional activities

The learner can:

- 1.1 Describe **ways** to measure the effectiveness of a digital promotional campaign
- 1.2 Compare the effectiveness of digital promotional activities

Learning outcome 2

The learner will:

- 2 Understand the benefits of measuring the effectiveness of digital promotional activities

The learner can:

- 2.1 Explain why it is important to measure the effectiveness of digital promotional activities
- 2.2 **Evaluate** the benefits to a business of measuring the campaign's effectiveness

Key words

- 1.1 **Ways** in which effectiveness could be managed include customer conversion processes, meeting campaign objectives, and cost effectiveness
- 2.2 **Evaluate** – this should include recommendation/best practice to inform an effective future campaign

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.2	learners could conduct research and prepare notes or a learner report.	learner report

Unit 09 Understanding social media (M/507/4162)

Unit summary	In this unit learners will research how to use social media channels to engage with different audiences and will create their own online identity.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand social media channels

The learner can:

- 1.1 Describe social media channels
- 1.2 Compare social media channels
- 1.3 Describe how to use social media channels

Learning outcome 2

The learner will:

- 2 Know how to use social media to engage with an audience

The learner can:

- 2.1 Define the characteristics of different audiences
- 2.2 Explain the use of different media when engaging with different audiences
- 2.3 Explore ideas to create an online identity for an intended audience

Assessment guidance

AC	Assessment guidance	Suggested assessment
1.1–1.3	learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording - learners could also prepare a learner report	individual notes from a small group discussion
2.1–2.3	learners could conduct research and prepare notes or a learner report	learner report

Unit 10 Email campaigns for business promotion (A/615/8544)

Unit summary	This unit focuses on one of the fastest and most consistently growing areas of Digital Marketing. It examines the use of email as a promotional tool for business. It also places the email within the framework of a campaign, with a selected audience, timing plan and fulfilment all playing a role towards the commercial effectiveness of a campaign.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the importance of lists of potential and actual customers in undertaking an **email campaign** for business promotion

The learner can:

- 1.1 Classify prospects and customers into appropriate groups (segments)
 - 1.2 Differentiate between levels of customer engagement
 - 1.3 Select recipients from a database
-

Learning outcome 2

The learner will:

- 2 Be able to construct and plan the execution of an email campaign for business promotion

The learner can:

- 2.1 Define the purposes and objectives of an email campaign
 - 2.2 Describe the stages in planning a campaign
 - 2.3 Select appropriate tools and techniques to be used in a campaign
 - 2.4 Estimate fulfilment and response requirements.
-

Key words

- 1 **Email campaign** – this is where email is used as the medium for a promotional message about a business or organisation's products or services. It is **not** about email etiquette and business writing.
-

Unit 10 Email campaigns for business promotion (A/615/8544) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	To support delivery of this unit, tutors may explore the variables and differences between customers/prospects on a list(s). Variables could be gender, age, geographical location etc	Learners could consider the customer base of a local business and produce a report on this.
1.2	This is focused on the relationship already in place between the business and customer, and the strength of that relationship, eg occasional or regular customers	
1.3	To avoid 'blanket' emailing which although not incurring more costs can have negative impact eg seen as wasteful or irritating to inappropriate recipients, tutors should discuss the likelihood of response in conjunction with the variables above.	
2.1	SMART objectives should be used as a basis for planning a campaign	Learners could consider the customer base of a local business and produce a report on this.
2.2	Learners should be encouraged to look at the different stages such as planning, writing, sending, timing and fulfilment and what needs to happen at each stage	
2.3	List building and execution tools should be discussed here (eg Mailchimp etc)	Learners could provide a plan for a campaign to be undertaken by that local business covering the outcomes set.
2.4	Tutors should place the email campaign in the full promotional and business context, integration with other promotions, landing pages and whether the business can cope with an increase in demand, should all be considered.	

Unit 11 Mobile phone applications for business (T/615/8543)

Unit summary	In this unit learners will examine mobile phone applications for business (business apps) and their role in the Digital Promotions mix. They will look at the content and features of apps used in business, and how an organisation may successfully promote usage of an app.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to specify the content and features of a **mobile phone application** for business

The learner can:

- 1.1 Select the information and content to be contained in a **business app**
 - 1.2 Select the features to be used in a business app
 - 1.3 Describe the benefits these features will bring to the organisation and its customers
-

Learning outcome 2

The learner will:

- 2 Understand how to encourage downloads and usage of a mobile phone application for business.

The learner can:

- 2.1 Assess the most suitable methods to promote a business app
 - 2.2 Give positive and negative comments on the **effectiveness** of a business app
 - 2.3 Identify improvements to be made to a business app
-

Unit 11 Mobile phone applications for business (T/615/8543) (cont'd)

Key words

- 1 Mobile phone applications** are more commonly known as apps; downloadable or pre-installed applications in a mobile phone.
- 1.1 Business apps** are used as part of the digital promotions mix to maintain an ongoing relationship with customers. Business apps are different to gaming apps, banking apps, social apps etc. Business apps will contain details of a business, its locations and products or services. They may be used by customers to purchase items, book services or communicate directly with the organisation.
- 2.2 Effectiveness** – information around a business’s download numbers and customer feedback of users of the app etc.

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Information and content may include eg address, email, telephone, opening hours, product/service details, gallery, staff profiles etc to promote the business.	Learners should be encouraged to download a selection of business apps and to navigate their way through them in order to identify the features which make a good app. A presentation would be a good mechanism for this. The chosen app(s) could also serve as the basis for a presentation on how improvements could be made, and how an app can be prompted.
1.2	Features may include eg push alerts, mapping, CMS system etc.	
1.3	Push alerts may increase sales etc.	
2.1	Learners could supply a list of different methods they would use to promote their business app eg including the ‘download our app’ on their signage and existing advertising etc.	
2.2	Information around a business’s download numbers and customer feedback of users of the app etc is available to the public; therefore learners can access this information to determine the positive and negative aspects. Learners may look at a specific business or organisation.	
2.3	Learners may look at a specific businesses or organisations app and identify the improvements that could be made eg push alerts, mapping, looking at customer reviews of the app etc.	

Unit 12 Online reputation management (M/615/8542)

Unit summary	Learners will understand the importance of online reputation management, how online forums can impact a business's reputation and the appropriate actions that businesses may take.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the impact of social media and online forums on a business's reputation

The learner can:

- 1.1 Describe the importance of monitoring customer posts in social media and online forums
 - 1.2 Assess the possible impact of negative comments online on a business's reputation
 - 1.3 Assess the possible impact of positive comments online on a business's reputation
-

Learning outcome 2

The learner will:

- 2 Understand how appropriate actions maintain and enhance a business's reputation online

The learner can:

- 2.1 Describe the ways in which a business may respond to negative online comments
 - 2.2 Describe the ways in which a business may respond positive online comments
 - 2.3 Describe ways in which a business may use positive online comments to enhance their reputation
-

Unit 12 Online reputation management (M/615/8542) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
Tutors may wish to use real situations and online reviews to support delivery of this unit.		
1.2	Assess the possible impact of negative comments online on a business's reputation - eg loss of guests following negative review of hotel on a review/ratings site, how this may be amplified because it is online and public, business may close down as a result of loss of business, businesses may have to make redundancies, cut costs, lower prices.	For 1.1, 1.2 and 1.3, learners could visit review/ratings sites eg TripAdvisor in order to select a business they can discuss in a report. Learners can examine reviews and discuss the impact they may have.
1.3	Assess the possible impact of positive comments online on a business's reputation - eg increase in guests due to it being online and accessible to the public, business may grow in size, increase staff etc.	
2.1	Describe the ways in which a business may respond to negative online comments - eg the business may wish to move the conversation out of the public domain and talk to the person making negative comments in private. Alternatively the business, having nothing to hide, may make a stance of defending itself in the forum where negative online comments were made.	Taking the comments identified as a starting point, learners could provide their recommendations moving forward.
2.2	Describe the ways in which a business may respond to positive online comments - eg publicly thanking the customer and wishing them well. A business also may wish to enlist the person making positive comments to tell their friends and contacts about the service they received.	This could take the form of a group or class discussion
2.3	Describe ways in which a business may use positive online comments to enhance their reputation - eg they may include positive quotes from customers on their website, having gained permission. Positive comments may also be featured in other media both online and offline.	

Unit 13 Using the internet to raise funds and outsource business functions (K/615/8541)

Unit summary	In this unit learners will investigate the use of the internet to raise funds and to outsource business functions.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know about a range of investment and outsourcing opportunities that can be accessed via the internet

The learner can:

- 1.1 Define methods of using the internet to **raise funds** and **outsource business functions**
 - 1.2 Give positive and negative points of using the internet to source investment for business
 - 1.3 Describe a range of opportunities to outsource via the internet
 - 1.4 Give positive and negative points of using the internet to outsource business functions
-

Learning outcome 2

The learner will:

- 2 Be able to select appropriate methods for raising funds and outsourcing business functions

The learner can:

- 2.1 Develop an offer to appeal to investors
 - 2.2 Assess how outsourcing business functions may be used to benefit a business or organisation
-

Key words

- 1.1 **Raise funds** eg crowdfunding; using the internet as a source of funding.
 - 1.1 **Outsource business functions** eg crowdsourcing: using the internet to source ideas, skills, collaborative working, production and distribution etc.
-

Unit 13 Using the internet to raise funds and outsource business functions (K/615/8541) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
	LO1 is knowledge based and does not need to be based on a specific business or organisation.	
	LO2 requires learners to apply their knowledge to a specific business or organisation of their choice.	
1.1	Raising funds and outsourcing business functions are commonly known as crowdfunding and crowdsourcing; learners are required to define these terms.	Tutors could provide case studies of successful (and unsuccessful) crowdsourcing and crowdfunding campaigns for class discussion.
1.2	For example: <ul style="list-style-type: none"> • positive – an alternative to banks and conventional sources • negative – there may be risks in doing it this way as may not raise the desired capital needed. 	Learners may also be encouraged to search online for current crowdsourcing and crowdfunding sites.
1.3	eg outsource staffing, idea generation, distribution networks etc.	
1.4	For example: <ul style="list-style-type: none"> • positive – may be gaining new expertise quickly and inexpensively • negative – may be loss of control and copyright. 	Outcomes could be gained from engaging with case study materials or from application to a business known to the learner.
2.1	Learners will develop an offer for a specific business or organisation to appeal to investors eg the offer may include incentives that will appeal to investors for the specific business or organisation.	Learners may produce a report or presentation.
2.2	Learners will look at a specific business or organisation and assess the potential for outsourcing its business functions.	

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Award and Certificate in Digital Promotion for Business are internally assessed and externally moderated.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
 - refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website
-

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Moderator.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Moderator will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Moderator to hear both the learner(s) and the Assessor (if applicable).

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***