



Qualification Specification

ProQual Level 2 Certificate in Digital Marketing

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This qualification is part of ProQual's broad offer of qualifications in the Business Administration and Management Sector.

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Introduction

The ProQual Level 2 Certificate in Digital Marketing provides a nationally recognised qualification for individuals looking to develop their knowledge and skills in online marketing techniques. It is designed for those seeking to enhance their career prospects in digital marketing or improve their ability to promote businesses effectively in the digital space.

The aims of this qualification are:

- To allow candidates develop and demonstrate their understanding of key digital marketing principles and strategies.
- To provide candidates with the skills to effectively use digital tools, social media, and online platforms to engage audiences and drive business growth.
- To provide a progression route for those working in or who wish to enter a digital marketing role.

This qualification would be suitable for distance or blended learning.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 2 Certificate in Digital Marketing
Qualification Number:	610/5413/6
Level:	2
Total Qualification Time (TQT):	320 Hours (32 Credits)
Guided Learning Hours (GLH):	250 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be aged **at least** 16 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates must have access to a desktop, laptop or tablet computer, either their own or one supplied by the centre.

Candidates who complete this qualification may progress into other qualifications in ProQual's Business Administration and Management suite.

Qualification Structure

These qualifications consist of **four** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units.

Unit Number	Unit Title	Level	TQT	GLH
Y/651/4993	Social Media for Business	2	80	70
F/651/4996	SEO for Business	2	80	70
J/651/5012	Managing Brand Identity and Reputation	2	80	60
J/651/5176	Principles and Practice of Email Marketing	2	80	50

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 2 Certificate in Digital Marketing

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Social Media for Business		Level:	2
Unit Number:	Y/651/4993	TQT:	80	GLH:	70
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the use of social media in business marketing.	1.1	Define the term 'social media'.		
		1.2	Identify the benefits of using social media for business marketing.		
		1.3	Identify the different social media platforms and their key features.		
		1.4	Compare the advantages and disadvantages of various social media platforms for different business purposes.		
		1.5	Describe the impact of social media on customer communication and business reputation.		
		1.6	Describe common risks and challenges associated with using social media for business, including: <ul style="list-style-type: none"> • Data security. • Negative feedback. • Reputational damage. • Misinformation or "fake news" damaging brand trust. • Overreliance on algorithms reducing reach unpredictably. 		
2	Understand how to develop a social media strategy for business.	2.1	Identify the key components of a social media strategy.		
		2.2	Identify business goals that can be supported through social media.		
		2.3	Describe how to define a target audience for social media marketing.		
		2.4	Explain how to create engaging content.		

2	Continued	2.5	Describe different types of social media content, including: <ul style="list-style-type: none"> • Images. • Videos. • Blogs. • Live streams.
		2.6	Explain how to schedule and plan social media posts for consistency and effectiveness.
		2.7	Identify tools and platforms that assist in managing social media campaigns.
3	Understand how to measure the effectiveness of social media in business.	3.1	Describe key performance indicators (KPIs) used to measure social media success, including: <ul style="list-style-type: none"> • Engagement rates. • Reach. • Impressions. • Conversions.
		3.2	Explain how to use social media analytics tools to track performance.
		3.3	Describe how customer feedback and engagement on social media can be used to improve business strategies.
		3.4	Explain how to adjust a social media strategy based on performance data and insights.
		3.5	Identify ethical and legal considerations when using social media for business, including: <ul style="list-style-type: none"> • Data protection. • Copyright. • Advertising regulations. • Use of AI-generated content. • Influencer partnerships and disclosure rules.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:		SEO for Business		Level:	2
Unit Number:		F/651/4996	TQT:	80	GLH: 70
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles of SEO, and its role in business.	1.1	Define the term 'SEO'.		
		1.2	Explain the importance of SEO for business.		
		1.3	Describe how search engines work and how they rank websites.		
		1.4	Identify the main benefits of effective SEO.		
		1.5	Explain the challenges and limitations of SEO.		
		1.6	Explain the key differences between organic search results and paid advertising (PPC).		
2	Understand the key components of SEO.	2.1	Explain the importance of keywords in SEO.		
		2.2	Describe how to conduct keyword research and select relevant keywords for a business.		
		2.3	Explain the role of on-page SEO, including: <ul style="list-style-type: none"> Optimised titles and meta descriptions. Header tags. Internal linking. Image optimisation. 		
		2.4	Explain the role of off-page SEO, including: <ul style="list-style-type: none"> Backlinks and link-building strategies. Social media signals. Guest posting and collaborations. 		
		2.5	Describe the importance of technical SEO, including: <ul style="list-style-type: none"> Website speed and mobile-friendliness. Secure website protocols (HTTPS). XML sitemaps and structured data. 		
		2.6	Explain how local SEO helps businesses target local customers and improve visibility in search results.		

3	Understand how to monitor and improve SEO performance.	3.1	Describe key SEO performance metrics, including: <ul style="list-style-type: none"> Organic traffic. Click-through rates. Bounce rates. Domain authority.
		3.2	Describe how to use SEO tools to track website performance.
		3.3	Explain how to analyse SEO reports and identify areas for improvement.
		3.4	Describe how businesses can adapt their SEO strategies based on performance data.
		3.5	Explain ethical SEO practices and the risks of black-hat SEO tactics, including: <ul style="list-style-type: none"> Keyword stuffing. Cloaking. Link farming.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:		Managing Brand Identity and Reputation		Level:	2
Unit Number:		J/651/5012	TQT:	80	GLH: 60
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand methods for promoting brand identity.	1.1	Define the term 'brand identity'.		
		1.2	Explain the role of brand identity in business success.		
		1.3	Describe the range of methods available to promote brand characteristics.		
		1.4	Identify the advantages and disadvantages of using the following methods to promote brand characteristics: <ul style="list-style-type: none"> • Advertising. • Sponsorships. • Influencer marketing. • Content marketing. • Social media campaigns. • Short-form video. • Paid digital advertisements. 		
		1.5	Explain how branding principles and methods are used to build and maintain corporate reputation.		
		1.6	Describe the role of brand identity in marketing organisational products and services.		
		1.7	Explain the importance of maintaining brand positioning to maximise return on investment (ROI).		
		1.8	Describe the contents of brand guidelines and their role in protecting the brand.		
2	Understand how to maintain brand consistency and employee engagement.	2.1	Explain why staff behaviour needs to align with brand characteristics and values.		
		2.2	Describe strategies to ensure all employees understand and uphold the brand's identity.		
		2.3	Explain how internal communication and training can support brand consistency.		

2	<i>Continued</i>	2.4	Describe how to develop criteria to monitor and evaluate the success of brand identity and reputation.
3	Understand how to assess and mitigate risks to brand reputation.	3.1	Identify the key risks to a brand and corporate reputation.
		3.2	Describe ways to mitigate risks to a brand and corporate reputation and when to use them.
		3.3	Identify sources of valid and reliable information on brand perception.
		3.4	Describe methods for tracking and assessing brand perception.
		3.5	Explain how to assess the validity and reliability of customer perception data.
		3.6	Describe the difference between customer demands, expectations, satisfaction, and loyalty.
4	Understand how to monitor and improve brand identity and reputation.	4.1	Describe the methods used to monitor brand success against agreed criteria.
		4.2	Explain how brand monitoring outcomes can inform future brand development.
		4.3	Identify legal, regulatory, and ethical requirements, as well as codes of practice, related to brand identity and corporate reputation.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:		Principles and Practice of Email Marketing		Level:	2
Unit Number:		J/651/5176	TQT:	80	GLH: 50
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles of email marketing.	1.1	Identify different types of email marketing campaigns.		
		1.2	Describe key elements of an effective marketing email, including: <ul style="list-style-type: none"> • Subject lines. • Body content. • Call-to-action (CTA). • Visuals. 		
		1.3	Explain the importance of audience segmentation and targeting in email marketing.		
		1.4	Identify the advantages and disadvantages of email marketing.		
2	Know how to format and structure marketing emails.	2.1	Identify best practices for formatting emails for readability and engagement.		
		2.2	Explain the role of personalisation in email marketing.		
		2.3	Identify common mistakes in email design and how to avoid them.		
3	Understand the use of email clients and automation tools.	3.1	Identify popular email marketing platforms and their key features.		
		3.2	Describe how to set up and manage email lists using email marketing software.		
		3.3	Describe the role of automation in email marketing campaigns.		
		3.4	Explain how to monitor email performance using analytics.		

4	Understand the legal and ethical considerations of email marketing.	4.1	Identify the key legal requirements for email marketing, including: <ul style="list-style-type: none"> • GDPR. • Anti-spam regulations. • Advertising regulations
		4.2	Identify the rules around cold emailing and obtaining consent.
		4.3	Explain how to provide recipients with opt-out/unsubscribe options.
5	Create an email marketing campaign.	5.1	Plan a marketing email campaign, considering target audience, purpose, and message.
		5.2	Design and create a marketing email that adheres to best practices.
		5.3	Ensure compliance with legal and ethical guidelines in the email content.
		5.4	Evaluate the effectiveness of the email, identifying potential improvements.

Additional Assessment Information

Learning Outcomes 1, 2, 3 and 4 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 5 is **competency based**. The evidence for this unit is expected to take the form of the planning for, content of and evaluation of an email marketing campaign. This may be a campaign that the candidate has produced as part of their job role, or it may be a simulated campaign based on a scenario supplied by the centre.

Centres are expected to have methods in place to verify that the product or document has been produced by the candidate alone, such as:

- The use of photographic evidence.
- The use of secure digital learning platforms.
- The use of supervision and invigilation.

This list is indicative and not exhaustive. Centres may use the appropriate ProQual assessment material or their own, centre devised, assignments.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment criteria that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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