



**COMPETENCY STANDARD**  
**FOR**  
**DIGITAL MARKETING**  
**(ICT Sector)**

**Level: 5**

Competency Standard Code: ICTCS00010L5V1

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

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## Introduction

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

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. **Digital Marketing, Level-5** is selected as one of the priority occupations of **Information and Communication Technology** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

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

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

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



## Overview

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

The purpose of a competency standards is to:

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

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

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

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

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

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

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



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

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

## List of Abbreviations

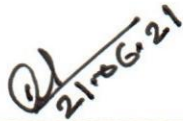
<b>NSDA</b>	- National Skills Development Authority
<b>CS</b>	- Competency Standard
<b>ISC</b>	- Industry Skills Council
<b>NSQF</b>	- National Skills Qualifications Framework
<b>BNQF</b>	- Bangladesh National Qualifications Framework
<b>NTVQF</b>	- National Technical and Vocational Qualifications Framework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



## Approval of Competency Standard

### Members of the Approval Committee:

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

  
21.06.21

**Dulal Krishna Saha**

Executive Chairman (Secretary)

National Skills Development Authority (NSDA)

## Competency Standards for National Skill Certificate –05 in Digital Marketing of ICT Sector

### Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
<b>The Generic Competencies</b>				<b>40</b>
1	GU010L3V1	Demonstrate Work Values	3	20
2	GU011L4V1	Lead a Small Team	4	20
<b>The Sector Specific Competencies</b>				
<b>The Occupation Specific Competencies</b>				<b>250</b>
1	OULGE010L5V1	Practice Technical SEO	5	90
2	OULGE011L5V1	Manage and Analyze Email Marketing	5	55
3	OULGE012L5V1	Identify and Apply Lead Generation	5	40
4	OULGE013L5V1	Identify and Apply E-commerce Marketing	5	45
5	OULGE014L5V1	Interpret Affiliate Marketing	5	20
<b>Total Nominal Learning Hours</b>				<b>290</b>



## Units & Elements at a Glance

### The Generic Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU010L3V1	Demonstrate Work Values	<ol style="list-style-type: none"><li>1. Define the purpose of work</li><li>2. Apply work values / ethics</li><li>3. Deal with ethical problems</li><li>4. Maintain integrity of conduct in the workplace</li></ol>	20
GU011L4V1	Lead a Small Team	<ol style="list-style-type: none"><li>1. Provide team leadership</li><li>2. Assign responsibilities</li><li>3. Set performance expectations for team members</li><li>4. Supervise team performance</li></ol>	20

## The Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
OUDM010L5V1	PRACTISE TECHNICAL SEO	<ol style="list-style-type: none"> <li>1. Interpret Technical SEO</li> <li>2. Apply Technical On-Page SEO</li> <li>3. Apply Technical On-page optimization in WordPress site</li> <li>4. Apply Technical Off-Page SEO</li> <li>5. Use Content Marketing Platforms</li> <li>6. Research Target Audience</li> <li>7. Apply article writing and optimization for Search Engine</li> </ol>	90
OUDM011L5V1	Manage and Analyze Email Marketing	<ol style="list-style-type: none"> <li>1. Check and verify duplicate email</li> <li>2. Design Effective email templates.</li> <li>3. Apply Email Marketing Campaign</li> <li>4. Set up a Mailchimp account for campaign</li> </ol>	55
OUDM012L5V1	Identify and Apply Lead Generation	<ol style="list-style-type: none"> <li>1. Interpret and apply Basic and lead funnel</li> <li>2. Apply Outbound Lead Generation</li> <li>3. Apply Inbound Lead Generation</li> </ol>	40
OUDM013L5V1	Identify and Apply E-Commerce Marketing	<ol style="list-style-type: none"> <li>1. Setup Online Store</li> <li>2. Perform Marketplace Listing</li> <li>3. Apply E-Commerce Marketing</li> </ol>	45
OUDM014L5V1	Interpret Affiliate Marketing	<ol style="list-style-type: none"> <li>1. Identify Affiliate Marketing</li> <li>2. Identify Factors for successful Affiliate Marketing</li> <li>3. Select Network/Platform for Affiliate Marketing</li> </ol>	20



## **The Generic Competencies**

<b>Unit code and Title</b>	<b>GU010L3V1: Demonstrate Work Values</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to demonstrate work values. It specifically includes – define the purpose of work; apply work values / ethics; deal with ethical problems; and maintain integrity of conduct in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Define the purpose of work	1.1 One's unique sense of purpose for working and the why's of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with industry values are defined.
2. Apply work values / ethics	2.1 <b><u>Work values / ethics / concepts</u></b> are classified and reaffirmed in accordance with the transparent industry ethical standards, policies and guidelines. 2.2 <b><u>Work practices</u></b> are undertaken in compliance with industry work ethical standards, industry policy and guidelines. 2.3 Personal behavior and relationships with co-workers are maintained as per standards, policy and guidelines. 2.4 <b><u>Company resources</u></b> are used in accordance with transparent company ethical standard, policies and guidelines.
3. Deal with ethical problems	3.1 Industry ethical standard, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines. 3.2 Work <b><u>incidents / situations</u></b> are reported and/or resolved in accordance with company protocol / guidelines. 3.3 Resolution and / or referral of ethical problems identified are used as learning opportunities.
4. Maintain integrity of conduct in the workplace	4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.2 <b><u>Instructions</u></b> to co-workers are provided based on ethical, lawful and reasonable directives. 4.3 Company values / practices are shares with co-workers using appropriate behavior and language.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>



1. Work values / ethics / concepts	1.1 Commitment / Dedication 1.2 Sense of urgency 1.3 Sense of purpose 1.4 Love for work 1.5 High motivation 1.6 Orderliness 1.7 Reliability 1.8 Competence 1.9 Dependability 1.10 Goal-oriented 1.11 Sense of responsibility 1.12 Being knowledgeable 1.13 Loyalty to work/company 1.14 Sensitivity to others 1.15 Compassion/Caring attitude 1.16 Balancing between family and work 1.17 Benjamin spirit/teamwork 1.18 Sense of nationalism 1.19 Gender awareness
2. Work practices	2.1 Quality of work 2.2 Punctuality 2.3 Efficiency 2.4 Effectiveness 2.5 Productivity 2.6 Resourcefulness 2.7 Innovativeness / Creativity 2.8 Cost consciousness 2.9 5S 2.10 Attention to details
3. Company resources	3.1 Consumable materials 3.2 Equipment / Machineries 3.3 Human 3.4 Time 3.5 Financial resources
4. Incidents / situations	4.1 Violent / intense dispute or argument 4.2 Gambling 4.3 Use of prohibited substances 4.4 Pilferages 4.5 Damage to person or property 4.6 Vandalism 4.7 Falsification 4.8 Bribery 4.9 Sexual Harassment 4.10 Blackmail
5. Instructions	5.1 Verbal 5.2 Written
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 defined one's unique sense of purpose for working</li> <li>1.2 clarified and affirmed work values / ethics / concepts consistently in the workplace</li> <li>1.3 demonstrated work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines</li> <li>1.4 demonstrated personal behavior and relationships with co-workers and / or clients consistent with ethical standards policy and guidelines</li> <li>1.5 used company resources in accordance with company ethical standard, policies and guidelines</li> <li>1.6 followed company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct / behavior</li> <li>1.7 demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome</li> <li>1.8 participated in negotiation with at least one person to achieve an agreed outcome.</li> </ol>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1 Occupational safety and health.</li> <li>2.2 Work values and ethics.</li> <li>2.3 Company performance and ethical standards.</li> <li>2.4 Company policies and guidelines.</li> <li>2.5 Fundamental rights at work including gender sensitivity.</li> <li>2.6 Work responsibilities / job functions.</li> <li>2.7 Corporate social responsibilities.</li> <li>2.8 Company code of conduct / values.</li> <li>2.9 Balancing work and family responsibilities.</li> <li>2.10 Codes of practice and guidelines for the organization.</li> <li>2.11 Organization policy and procedures for negotiations.</li> <li>2.12 Decision making and conflict resolution strategies procedures.</li> <li>2.13 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation.</li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1 Developing interpersonal skills to strengthen rapport with other parties.</li> <li>3.2 Communicating with others (verbal and listening).</li> <li>3.3 Self-awareness, understanding and acceptance.</li> <li>3.4 Applying good manners and right conduct.</li> <li>3.5 Observation skills.</li> <li>3.6 Negotiation skills.</li> </ol>
<p>4. Underpinning Attitude</p>	<ol style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers, sub-ordinates and seniors in</li> </ol>



	workplace
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Tools, equipment and physical facilities appropriate to perform activities</p> <p>5.2 Materials, consumables to perform activities</p>
6. Methods of Assessment	<p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1. Competency assessment must be done in NSDA accredited center.</p> <p>7.2. Assessment should be done by NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>GU011L4V1: Lead a Small Team</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to lead a small team. It specifically includes – provide team leadership; assign responsibilities; set performance expectations for team members; and supervise team performance.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Provide team leadership	1.1 <b><u>Work requirements</u></b> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <b><u>Team members' queries and concerns</u></b> are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and attitudes required to properly undertake the assigned task 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members' duties and area of responsibility 3.3 Performance expectations are discussed and directed to implement in the workplace
4. Supervise team performance	4.1 <b><u>Monitoring of performance</u></b> are taken place against defined performance criteria and / or assignment instructions and corrective action taken if required 4.2 Team members are provided <b><u>feedback</u></b> , positive support and advice on strategies to overcome any deficiencies 4.3 <b><u>Performance issues</u></b> which cannot be rectified or addressed within the team are referenced to appropriate personnel 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on clients' / customers' needs and satisfaction 4.5 Team operations are monitored to ensure that employer / client needs and requirements are met 4.1 Follow-up communication is provided on all issues affecting the team 4.6 All relevant documentation is completed



<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but are not limited to):</b>
1. Work requirements	1.1 Client Profile 1.2 Assignment instructions
2. Team member's queries and concerns	2.1 Roster 2.2 Shift details
3. Monitoring of performance	3.1 Formal process 3.2 Informal process
4. Feedback	4.1 Formal process 4.2 Informal process 4.3 Sandwich process
5. Performance issues	5.1 Work output 5.2 Work quality 5.3 Team participation 5.4 Compliance with workplace protocols 5.5 Safety 5.6 Customer service
<b>Evidence Guide</b>	
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	1.1 Maintained or improved individuals and / or team performance given a variety of possible scenario 1.2 Assessed and monitored team and individual performance against set criteria 1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and attitude and the needs of the tasks to be performed 1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Underpinning knowledge	2.1 Company policies and procedures 2.2 Relevant legal requirements 2.3 How performance expectations are set 2.4 Methods of Monitoring Performance 2.5 Client expectations 2.6 Team members' duties and responsibilities
3. Underpinning skills	3.1 Informal performance counselling skills 3.2 Team building skills 3.3 Negotiating skills

4. Required attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools, equipment and facilities appropriate to processes or activity</li> <li>5.3 Materials relevant to the proposed activity</li> <li>5.4 Equipment and outfits appropriate in applying safety measures</li> <li>5.5 Relevant drawings, manuals, codes, standards and reference material</li> </ul>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1. Competency assessment must be done in NSDA accredited center.</li> <li>7.2. Assessment should be done by NSDA certified/ nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## **The Occupation Specific Competencies**



<b>Unit Code and Title</b>	<b>OUDEM010L4V1: Practice Technical SEO</b>
<b>Nominal Hours</b>	<b>90 hours</b>
<b>Unit Descriptor</b>	<p>This unit of competency specifies the knowledge, skills and attitude to Practice Technical SEO.</p> <p>It specifically includes the tasks of interpreting Technical SEO, applying Technical On-Page SEO, Technical On-page optimization in WordPress site, Technical Off-Page SEO, using Content Marketing Platforms, researching Target Audience and applying article writing and optimization for Search Engine.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><b><u>Bold and underlined</u></b> terms are elaborated in the Range of Variable.</p>
1. Interpret Technical SEO	<p>1.1 Googlebot (Google Crawler) is interpreted;</p> <p>1.2 Google Algorithm is identified;</p> <p>1.3 Web Ranking &amp; Page Rank are interpreted;</p> <p>1.4 Browsers &amp; Addons, Plugins are interpreted;</p> <p>1.5 Important SEO Tools are identified and defined;</p> <p>1.6 Domain and Page Authority are interpreted;</p> <p>1.7 White Hat and Black Hat SEO are interpreted;</p>
2. Apply Technical On-Page SEO	<p>2.1 Advanced Keywords Research &amp; competitor Analysis are performed;</p> <p>2.2 Page is Mapped;</p> <p>2.3 Site Structure is Analyzed;</p> <p>2.4 HTML Validation and Sitemap are applied and created;</p> <p>2.5 404 Error Removal &amp; Redirects are fixed;</p> <p>2.6 Alexa report is generated;</p> <p>2.7 Website Speed is Optimized;</p> <p>2.8 Advanced Site Analysis is performed;</p>
3. Apply Technical On-page optimization in WordPress site	<p>3.1 Link structure optimization techniques are applied on WordPress site;</p> <p>3.2 WordPress SEO <b><u>Plugins</u></b> are Introduced and Installed;</p> <p>3.3 WordPress SEO Plugins are applied;</p> <p>3.4 On-page optimization metrics in WordPress website are Implemented;</p> <p>3.5 Sitemap in a WordPress delegated website is created;</p> <p>3.6 Robot.txt is used;</p>
4. Apply Technical Off-Page SEO	<p>4.1 Outreach is created;</p> <p>4.2 Guest posting is created;</p> <p>4.3 Article Submission is performed;</p> <p>4.4 Video Submission is performed;</p> <p>4.5 Google Map is created;</p> <p>4.6 Quora and Yahoo- answer are performed;</p> <p>4.7 "Backlink is dead" is interpreted;</p>

5. Use Content Marketing Platforms	5.1 Importance of Content Marketing is interpreted; 5.2 Content Marketing platforms <b>Social media</b> and <b>web 2.0</b> are identified; 5.3 Content Marketing platforms <b>Social media</b> and <b>web 2.0</b> are used;
6. Research Target Audience	6.1. Google Search Console is interpreted; 6.2. Google Analytics is interpreted; 6.3. Competitor's content from blog and web is analyzed;
7. Apply article writing and optimization for Search Engine	7.1 Article from other articles is rewritten; 7.2 Information from other articles is collected; 7.3 Article from image content, video content and Slide content is written; 7.4 Concept of pillar article is interpreted; 7.5 Conversion of engaging content and Valuable content is performed;
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to)
1. Plugins	1.1 Yoast SEO 1.2 Rank Math
2. Social Media	2.1 Facebook 2.2 Twitter 2.3 Instagram 2.4 Pinterest
3. Web 2.0	3.1 WordPress 3.2 Weebly 3.3 Tumblr 3.4 Blogger
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent & recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	1.1 defined Googlebot and Algorithm 1.2 identified and defined Important SEO Tools 1.3 performed Advanced Keywords Research & competitor Analysis 1.4 implemented On-page optimization metrics in WordPress website
2. Underpinning knowledge	2.1. Googlebot 2.1. Google Algorithm 2.2. Web Ranking 2.3. Domain Authority 2.4. Keywords Research 2.5. Alexa report



3. Underpinning skill	<ul style="list-style-type: none"> <li>3.1. Identifying Google Algorithm</li> <li>3.2. Analyzing Site Structure</li> <li>3.3. Fixing 404 Error Removal &amp; Redirects</li> <li>3.4. Generating Alexa report</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timelines</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers, sub-ordinates and seniors in workplace</li> </ul>
5. Resource implication	<p>The following resources must be provided</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6 Methods of assessment	<ul style="list-style-type: none"> <li>6.1 Demonstration with oral questioning</li> <li>6.2 Direct observation</li> <li>6.3 Written test</li> <li>6.4 Portfolio</li> </ul>
7 Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited center.</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessors.</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OUDM011L5V1: Manage and Analyze Email Marketing</b>
<b>Nominal Hours</b>	<b>55 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to manage and analyze Email Marketing. It specifically includes the tasks of checking and verifying duplicate email, designing effective email templates, applying Email Marketing campaign and setting up mail chimp account for campaign.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Check and verify duplicate email	1.1 Duplicate mail is checked; 1.2 Duplicate mail is verified; 1.3 Retention and bounce mail are interpreted; 1.4 Spam and anti-spam filter are interpreted; 1.5 Email campaign terms are interpreted; 1.6 <b><u>Attractive elements</u></b> for quality email are interpreted;
2. Design Effective email templates	2.1 Guidelines for effective email templates are interpreted; 2.2 Quality and effective design are created; 2.3 The Goal of the Message is identified;
3. Apply Email Marketing Campaign	3.1 Email Marketing Campaign is planned; 3.2 Email template is created; 3.3 Target people and subscribers are identified; 3.4 Frequency of sending email is stated; 3.5 Call to action and landing page are applied;
4. Set up a Mailchimp account for campaign	4.1 Mailchimp account is setup; 4.2 Mailchimp dashboard is interpreted; 4.3 Social media accounts are linked; 4.4 Mailing lists for Email Marketing campaigns are imported and sent; 4.5 Results are monitored;
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Campaign term	1.1 Delivery index, 1.2 Opening rate 1.3 Clicking rate and 1.4 Conversion rate
2. Attractive elements	2.1. The Facts-limited amount of time to make an impression, 2.2. Inspire readers to keep reading 2.3. Get them to complete your desired action



<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 checked and verified Duplicate mail 1.2 identified the Goal of the Message</p>
2. Underpinning Knowledge	<p>2.1 Duplicate mail 2.2 Retention and bounce mail 2.3 Spam and anti-spam filter 2.4 Email template</p>
3. Underpinning Skills	<p>3.1 Identifying the Goal of the Message 3.2 Interpreting duplicate mail</p>
4. Required Attitudes	<p>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</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.</p>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<b>Accreditation Requirements</b>	
Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

<b>Unit Code and Title</b>	<b>OUDM012L5V1: Identify and Apply Lead Generation</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to identify and apply lead generation. It specifically includes interpreting and applying basic and lead funnel, applying outbound lead generation and inbound lead generation.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret and apply Basic and lead funnel	1.1 Lead and lead Generation are interpreted; 1.2 Effective lead generation campaigns are stated; 1.3 Lead Funnel is interpreted; 1.4 Lead Generation to Your Funnel is mapped; 1.5 Lead Generation to Your Funnel applied;
2. Apply Outbound Lead Generation	2.1 Display Ads is created; 2.2 Google Ads/ Pay Per Click (PPC) is created; 2.3 Content Syndication is applied; 2.4 Direct Mail Advertisement is interpreted; 2.5 Event Marketing is run;
3. Apply Inbound Lead Generation	3.1 Content Marketing is applied; 3.2 SEO is applied; 3.3 Website is Optimized; 3.4 <b><u>Social Media</u></b> Marketing are applied; 3.5 <b><u>Lead Generation tools</u></b> are applied; 3.6 Email Marketing is applied;
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Social Media	1.1 Facebook 1.2 Twitter 1.3 LinkedIn 1.4 Pinterest 1.5 Instagram
2. Lead Generation tools	2.1. Skrapp.io 2.2. PRhunters 2.3. SalesQL 2.4. Snovio



<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 defined Lead and lead Generation</li> <li>1.2 stated effective lead generation campaigns</li> <li>1.3 defined Lead Funnel</li> <li>1.4 applied Social Media Marketing and lead generation tools</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1. Lead and lead Generation</li> <li>2.2. Effective lead generation campaigns</li> <li>2.3. Pay Per Click (PPC)</li> <li>2.4. Content Marketing</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Interpreting Lead and lead Generation</li> <li>3.2 Interpreting Pay Per Click (PPC)</li> <li>3.3 Applying Content Marketing</li> </ul>
4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written Test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited center.</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>
<b>Accreditation Requirements</b>	
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<b>Unit Code and Title</b>	<b>OUDM013L5V1: Identify and Apply Ecommerce Marketing</b>
<b>Nominal Hours</b>	<b>45 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to identify and apply Ecommerce Marketing. It specifically includes the tasks of setting up online store, performing marketplace listing and practice Ecommerce marketing.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Setup Online Store/ Ecommerce	1.1 <b>Websites</b> are interpreted; 1.2 Websites are identified; 1.3 Website Content is optimized; 1.4 Technical SEO is applied;
2. Perform Marketplace Listing	2.1 Product Descriptions are interpreted; 2.2 Product image is optimized; 2.3 ECommerce website is managed;
3. Practice ECommerce	3.1 Ecommerce is interpreted; 3.2 Best practices of Ecommerce are applied;
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Websites	1.1 Landing pages 1.2 Ecommerce
2. Social Media Marketing	2.1 Facebook 2.2 Twitter 2.3 Instagram 2.4 Pinterest 2.5 LinkedIn
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 published content 1.2 optimized Website Content 1.3 applied the best practices of E-commerce



2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Website content management</li> <li>2.2 E-commerce</li> <li>2.3 Social Media</li> <li>2.4 SEO</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Interpreting website content management</li> <li>3.2 Identifying E-commerce</li> <li>3.3 Managing social media</li> <li>3.4 Applying SEO</li> </ul>
4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written Test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited center.</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>

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<b>Unit Code and Title</b>	<b>OUDM014L5V1: Interpret Affiliate Marketing</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to Interpret Affiliate Marketing. It specifically includes identifying Affiliate Marketing, factors for successful Affiliate Marketing and selecting network/platform for Affiliate Marketing.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify Affiliate Marketing	1.1 Affiliate Marketing is interpreted; 1.2 People involving as Affiliates are identified; 1.3 Advantages of Affiliate Marketing are interpreted; 1.4 Requirements for an Affiliate are identified;
2. Identify Factors for successful Affiliate Marketing	2.1. successful Affiliate Marketing term is interpreted; 2.2. <b><u>Factors</u></b> necessary for success in Affiliate Marketing are identified; 2.3. Mistakes in Affiliate Marketing are identified;
3. Select Network/Platform for Affiliate Marketing	3.1 Types of Affiliate networks are interpreted; 3.2 Physical Products Network are listed; 3.3 Affiliate with Digital Products is defined and selected; 3.4 Affiliate with Print on Demand is defined and selected;
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range (may include but not limited to):</b>
1. Factors	1.1 Selecting Merchants 1.2 Avoid Over Crowding 1.3 Product and Content Relevance 1.4 Focus on revenue generation
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Interpreted Affiliate Marketing 1.2 identified requirements for an Affiliate 1.3 defined factors necessary for success in Affiliate Marketing



2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 SEO</li> <li>2.2 SMM</li> <li>2.3 SEM</li> <li>2.4 WordPress basic</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Problem-Solving &amp; Decision-Making</li> <li>3.2 Creativity &amp; Marketing</li> <li>3.3 Data Analysis</li> <li>3.4 Computer literacy</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited center.</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

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This Competency Standard for **Digital Marketing, Level-5** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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