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Level 3 Diploma in DIGITAL MARKETING

Qualification Specification

Qualification recognition number: 601/7138/8

Qualification Reference: L3DDM

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 3 Diploma in Digital Marketing**.

The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com/>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the **FAQ Level 3 Diploma in Digital Marketing** is to provide the learner with the skills, knowledge and understanding required to work in a digital marketing role.

This qualification gives the learner an opportunity to:

- Understand the business environment
- Understand legal, regulatory and ethical requirements in sales or marketing
- Use Collaborative Technologies
- Understand the principles of marketing and evaluation
- Develop own professionalism skills
- Understand digital marketing metrics and analytics

The Total Qualification Time (TQT) for this qualification is: 740

Guided Learning (GL) for this qualification is: 472 hours

Minimum credits required to achieve the qualification: 74

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals *Instructions for Conducting Controlled Assessments* policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding (Or add in reference to assessment strategy/principles, any other qualifications the learner or prior knowledge and skills a learner is required to have/completed before taking the qualification).

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications> Wales in Wales

<https://www.qiw.wales/>, and CCEA Regulation in Northern Ireland
<http://ccea.org.uk/regulation>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department for the Economy in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;
<https://hub.fasst.org.uk/Pages/default.aspx>
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>
<https://www.qiw.wales/>
<https://www.economy-ni.gov.uk/>

Alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The FAQ Level 3 Diploma in Digital Marketing has been specifically designed to support progression on to other relevant qualifications including the Level 4 Diploma in Digital Marketing.

2.4 Assessment Principles

The FAQ The Level 3 Diploma in Digital Marketing must be assessed according to the Instructus Assessment Principles and Strategies.

2.5 Qualification Structure

To achieve the FAQ Level 3 Diploma in Digital Marketing learners must achieve a minimum of 74 credits. They must complete 6 mandatory components in Group M (27 credits). A minimum of 14 credits must be achieved from Group O1. The remaining 33 credits can come from a combination of Group O1 and Group O2, or from Group O2 alone.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	F/600/7799	Understanding the Business Environment	2	2

2	F/502/8206	Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing	2	2
3	T/502/4380	Using Collaborative Technologies	6	3
4	T/502/9935	Principles of Marketing and Evaluation	7	3
5	L/505/1584	Develop Own Professionalism	4	3
6	R/505/1585	Digital Marketing Metrics and Analytics	6	3

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
J/503/9322	Principles of Social Media Advertising and Promotion	6	3
Y/505/1586	Search Engine Marketing	5	3
D/505/1587	Content Marketing	5	3
H/505/1588	Marketing on Mobile Devices	5	3
K/505/1589	Online Display Advertising	4	3
D/505/1590	E-mail Marketing	6	3

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level
L/502/4613	Imaging Software	4	2
M/502/4393	Video Software	3	2
F/502/4625	Spreadsheet Software	4	2
R/503/9324	Principles of Social Media within a Business	6	3
M/503/9329	Principles of Keywords and Optimisation	5	3
H/503/9327	Content Management System Website Creation	7	3
Y/502/4632	Website Software	5	3
J/502/9938	Principles of Marketing Stakeholder Relationships	3	3
H/505/1591	Brand Development	5	3
K/505/1592	Project Management	4	3
Y/601/2538	Analyse and Report Data	6	3
M/505/1593	Produce Copy for Digital Media Communication	6	3
T/502/4394	Video Software	4	3
T/505/1594	Delivering E-commerce Solutions	9	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

Introduction

1.1 The Marketing Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Marketing NVQs / SVQs and competence-based qualifications.

External quality control

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Marketing NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations must use independent assessment¹ for NVQs / SVQs and competence based qualifications.

2.3 Awarding organisations will supply SkillsCFA (CFA) with reports:

- Quarterly: provide registration and achievement data at component and qualification levels

Assessing performance

3.1 Assessment of all components at any level of Marketing NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Components which have been imported by the CFA in their Marketing NVQs / SVQs and competencebased qualifications will be assessed in compliance with their relevant assessment strategies.

¹ Independent assessment is assessment of candidates' work that is carried out by assessors who do not have a vested interest in the outcome.

4.1 If a component or part of a component at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).

4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

Occupational expertise to assess performance, and moderate and verify assessments

5.1 Candidates must be assessed, moderated or verified at work either by:

a. **Assessors, moderators or verifiers** who have achieved or are working towards achievement of the appropriate regulatory body approved component qualifications for assessment, moderation or verification;

OR

b. A **trainer, supervisor or manager**, employed by an organisation, who must either:

1. Have achieved or be in the process of achieving the appropriate regulatory body approved component qualifications for assessment, moderation or verification;
or,

2. Seek guidance and approval from an awarding organisation to demonstrate that the;
o Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions

o Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based, and the A and V components. This is known as the employer direct model in Scotland.

5.2 **Assessors** must be occupationally competent to make Marketing assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Marketing moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Marketing assessment centres.

5.5 The sector requires all assessors, moderators and verifiers to maintain current Marketing competence to deliver these functions. The CfA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Marketing assessment centres.



3.2 Component Specifications

Component 1: Understanding the Business Environment

Component Reference Number: F/600/7799

Level: 2

Credit: 2

GL: 16

Component Summary

This component assesses the knowledge and understanding of different types of businesses and changing patterns of employment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand that there are different types of business.	1.1 Define the private sector and give examples of types of private sector businesses.
	1.2 Define the public sector and give examples of public sector organisations.
	1.3 Define the voluntary sector and give examples of voluntary sector organisations.
	1.4 Explain the possible advantages and disadvantages of working in one of the following sectors: private, public or voluntary.
2. Understand how businesses function.	2.1 Describe the following business functions: <ul style="list-style-type: none">• Operations• People• Information• Research and development• Finance
	2.2 Compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME).
3. Understand changing patterns of employment.	3.1 Outline some of the changes in patterns of employment locally.
	3.2 Outline some of the changes in patterns of employment nationally.
	3.3 Outline some of the changes in patterns of employment in Europe and globally.
	3.4 Describe how changing patterns of employment may affect his/her choices for learning or work.
4. Understand how business activity is affected by market forces.	4.1 Explain the relationship between supply and demand in the business environment.
	4.2 Describe the relationship between price and profit.
	4.3 Identify the connections between markets and competition.

Component 2: Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing

Component Reference Number: F/502/8206

Level: 2

Credit: 2

GL: 15

Component Summary

This component assesses the knowledge and understanding of an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing.

Assessment Guidance

All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations.

Relationship to Occupational Standards

This component is linked to Council for Administration NOS SLS 77.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing.	1.1 Describe an organisation's procedures for raising legal, regulatory and ethical concerns.
	1.2 Explain the scope of legal, regulatory and ethical requirements in sales or marketing.
	1.3 Explain how the legal, regulatory and ethical requirements relate to the business of selling or marketing.
	1.4 Describe internal and external sources of information on legal, regulatory and ethical requirements.
	1.5 Explain how an "ethical approach" affects organisations in the sales or marketing environment.
	1.6 Explain the importance of contract law in sales.
2. Understand the legal, regulatory and ethical limits of the sales or marketing role.	2.1 Explain the legal, regulatory and ethical requirements relevant to the role.
	2.2 Describe the potential consequences of not complying with legal, regulatory or ethical requirements.
	2.3 Explain the importance of working within the limits of the role, responsibilities and authority.
	2.4 Explain the process for reporting legal, regulatory and ethical concerns.
	2.5 Explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations.

Component 3: Using Collaborative Technologies

Component Reference Number: T/502/4380

Level: 3
Credit: 6
GL: 45

Component Summary

This component assesses the knowledge, skills and understanding required to use collaborative technologies.

Assessment Guidance

See IT User Assessment Strategy available from www.e-skills.com.

Relationship to Occupational Standards

This component is linked to the Level 3 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Stay safe and secure when working with collaborative technology.	1.1 Explain what and why guidelines need to be established for working with collaborative technology.
	1.2 Develop and implement guidelines for good practice in working with collaborative technology.
	1.3 Explain how to establish an identity or present information that will promote trust.
	1.4 Develop and implement guidelines for checking the authenticity of identities and different types of information.
	1.5 Analyse and plan for the risks in the use of collaborative technologies for different tasks.
	1.6 Analyse and manage risks in the use of collaborative technologies.
2. Plan and set up IT tools and devices for collaborative working.	2.1 Explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks.
	2.2 Determine the IT tools and processes needed for archiving the outcomes of collaborative working.
	2.3 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media.
	2.4 Explain potential access and compatibility issues with integrating different collaborative technology tools and devices.

	2.5 Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices.
	2.6 Resolve access and compatibility problems so that different collaborative tools and devices work successfully.
3. Prepare collaborative technologies for use.	3.1 Evaluate data management principles, issues and methods.
	3.2 Manage levels of access and permissions for different purposes.
	3.3 Select and integrate different elements across applications to create environments for collaborative technologies.
	3.4 Set and adjust settings to facilitate use of collaborative technologies by others.
	3.5 Manage data flow to benefit collaborative working.
4. Manage tasks using collaborative technologies.	4.1 Determine levels of responsibility for the use of collaborative technologies.
	4.2 Facilitate others' responsible contributions to and engagement with collaborative technologies.
	4.3 Manage the moderation of collaborative technologies.
	4.4 Oversee the archiving of the outcomes of collaborative working.
	4.5 Explain what problems can occur with collaborative technologies.
	4.6 Respond to problems with collaborative technologies and be prepared to help others to do so.

Component 4: Principles of Marketing and Evaluation

Component Reference Number: T/502/9935

Level: 3
Credit: 7
GL: 50

Component Summary

This component assesses the knowledge and understanding of the principles of market segmentation and marketing strategy development.

Assessment Guidance

All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy.

Relationship to Occupational Standards

This component is linked to Council for Administration NOS.

- Marketing 1.3.1 Evaluate and interpret findings and identify connections in complex data
- Marketing 1.3.3 Establish and understand potential market segments
- Marketing 1.3.4 Establish target market segments for products/services and evaluate their potential
- Marketing 1.3.6 Analyse, interpret and synthesise data and research findings to inform social marketing strategy
- STC 2-1 Principles of marketing theory
- Marketing 2.1.3 Demonstrate the value of marketing to the organisation
- Marketing 3.1.1 Develop marketing strategies and plans for products and services
- Marketing 4.2.6 Evaluate advertising
- Marketing 6.2.1 Assess marketing opportunities within international and/or diverse markets.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles of market segmentation.	1.1 Explain the importance of defining market segments to the development and achievement of the marketing strategy.
	1.2 Explain the difference between market segments and customer classification.
	1.3 Explain how the characteristics, motivations and behaviours of potential target customers are identified.
	1.4 Explain how to cluster customers with similar characteristics.
	1.5 Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable.
	1.6 Explain how to evaluate the profitability and stability of market segments.
	1.7 Describe how a range of products may appeal to different market segments.

	1.8 Explain the motivators and inhibitors that influence customer behaviour.
	1.9 Explain the use of Customer Relationship Management.
2. Understand how to assess market opportunities for new products and/or services.	2.1 Describe the economic and buyer behavioural factors to be taken into account when assessing new market opportunities.
	2.2 Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance.
	2.3 Explain how to identify opportunities and threats in new markets and for new products in existing markets.
	2.4 Explain how competitor and potential competitor activity may affect projected sales performance.
	2.5 Explain the basis of recommendations to exploit new market opportunities.
3. Understand the principles of marketing strategy development.	3.1 Describe the topics to be addressed in a marketing strategy.
	3.2 Explain the use of market analyses to inform the development of a marketing strategy.
	3.3 Explain how to evaluate risks to the achievement of objectives.
	3.4 Describe how to forecast sales by product and/or service.
	3.5 Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts.
	3.6 Explain the importance of engaging stakeholders in the development of a marketing strategy.
	3.7 Explain the significance of customer loyalty to the achievement of marketing objectives and strategy.
	3.8 Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment.
4. Understand how to evaluate the effectiveness of a marketing strategy.	4.1 Explain the importance of conducting the evaluation in accordance with the specification.
	4.2 Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy.
	4.3 Explain the strengths and weaknesses of different evaluation methods.
	4.4 Describe how to identify trends and themes from evaluation data.
	4.5 Explain how to ensure the reliability and validity of evaluation data.

	4.6 Explain how to achieve an acceptable level of statistical confidence.
	4.7 Explain how to address critical issues revealed by evaluation.
	4.8 Explain the importance of justifying recommendations and conclusions with evidence.
	4.9 Explain the use of impact analysis in the evaluation process.
	4.10 Explain the importance of marketing to the achievement of business objectives and strategies.
	4.11 Describe the links between corporate social responsibility and marketing strategies.

Component 5: Develop Own Professionalism

Component Reference Number: L/505/1584

Level: 3

Credit: 4

GL: 29

Component Summary

This component focuses on developing personal skills and the understanding of career development opportunity.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to develop own professional skills.	1.1 Describe development activities needed to meet own development needs.
	1.2 Review feedback from others on performance.
	1.3 Explain personal goals.
	1.4 Plan development activities to meet agreed personal goals.
2. Be able to work as a member of a team to achieve defined goals.	2.1 Organise own time to meet team goals.
	2.2 Behave in a way that accommodates individual team members.
	2.3 Provide feedback in a constructive and positive manner.
	2.4 Respond to feedback in a constructive and positive manner.
	2.5 Reduce obstacles to effective team work.
3. Understand what is required of professional practice.	3.1 Describe legal considerations of professional practice.
	3.2 Describe ethical considerations of professional practice.
	3.3 Describe how quality management affects own job role.
	3.4 Identify conflicts of interest which can arise from own job role.
4. Understand career development opportunities.	4.1 Explain the differences between types of employment status.
	4.2 Explain career progression pathways in digital marketing.
	4.3 Describe sources of support for career progression in digital marketing.

Component 6: Digital Marketing Metrics and Analytics

Component Reference Number: R/505/1585

Level: 3
Credit: 6
GL: 39

Component Summary

This component assesses the knowledge, skills and understating of the sales funnel in digital marketing and how analytics can be used to optimise digital marketing campaigns.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the sales funnel in digital marketing.	1.1 Describe the stages of the customer experience of the sales funnel.
	1.2 Explain the effects of a range of factors on sales funnel conversion rates.
2. Understand how metrics of digital marketing are generated.	2.1 Describe customer experience of different sales journeys.
	2.2 Select data required to evaluate success Key Performance Indicators (KPIs).
	2.3 Explain the importance of statistically significant data.
	2.4 Describe tools used for tracking data.
	2.5 Add tracking tools to a campaign.
	2.6 Describe how tracking data is viewed.
3. Understand how analytics can be used to optimise digital marketing campaigns.	3.1 Describe features of analytic software.
	3.2 Describe how to customise analytics reporting technology for digital marketing campaigns.
	3.3 Analyse digital marketing campaign data for insights and trends.
	3.4 Describe methods for testing digital marketing campaigns.
	3.5 Suggest methods for optimising digital marketing campaigns.

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification requirements and Learner Authenticity

Identification Requirements

It is a Centre's responsibility to confirm the identity of a learner as part of its registration process. A Centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, Centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a Learners Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example, his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessors decision (including the signature and date to evidence completion assessment) and the learners declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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