Qualification specification

NCFE Level 3 Certificate in Search Engine Optimisation (SEO) and Analytics
QN: 610/0585/X

Qualification summary

Qualification title	NCFE Level 3 Certificate in Search Engine Optimisation (SEO) and Analytics		
Ofqual qualification number (QN)	610/0585/X	Aim reference	6100585X
Guided learning hours (GLH)	180	Total qualification time (TQT)	230
Minimum age	16		
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
Qualification purpose	This qualification is designed for learners who wish to gain the knowledge of search engine optimisation (SEO) and analytics. Upon successful completion of the required units, the learner will gain the knowledge and skills to support progression into employment in the digital sector, especially in roles requiring the implementation of search engine optimisation strategies.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	Work/industry placement experience is not required.		

Contents

Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 1.0 July 2021). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	July 2021	First publication
v1.1	July 2023	Information regarding UCAS added to About this qualification, Qualification Summary.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of search engine optimisation and analytics within the digital and content marketing sector
- offer breadth and depth of study, incorporating a key core of knowledge

The objective of this qualification is to:

- provide the learner with in-depth knowledge and understanding of search engine optimisation and analytics

Support handbook

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

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

Entry guidance

This qualification is designed for learners who are working in, or would like to work in, a role where search engine optimisation and analytics is a requirement. It is ideal for those who want to consolidate their existing knowledge, which can support with progression into employment or proceeding to further study in this area.

It may also be useful to learners studying qualifications in the following sectors/areas:

- digital marketing
- sales, marketing, and procurement
- content marketing
- search engine marketing
- data analytics

Entry is at the discretion of the centre, in accordance with the Equality Act 2010 and Northern Ireland equality law.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 digital skills or digital promotion for business related qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **7** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
    - search engine optimisation analyst
    - content marketing analyst
    - search engine analyst
    - search engine marketer
- further education:
    - level 4 apprenticeship − marketing executive
    - level 4 apprenticeship − digital accessibility specialist
    - level 4 diploma in digital marketing
    - level 4 award in social media and digital marketing
    - level 4 award in search engine marketing
- higher education:
    - digital marketer (integrated degree)
    - digital user experience (UX) professional (integrated degree)
    - creative digital design professional (integrated degree)

Progression to higher level studies

Level 3 qualifications aim to facilitate progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

To assist in the delivery of this qualification, centres and learners should have access to the following mandatory resources to cover all the appropriate learning outcomes:

- computer laptop/desktop with internet access
- web browser software/applications
- web analytics software
- data analytics tools
- search engine optimisation tools
- standard office suite applications/software

Real work environment (RWE) requirement/recommendation

Experience in the real work environment is not required.

Work/industry placement experience

Work/industry placement experience is not required.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 3 Certificate in Search Engine Optimisation (SEO) and Analytics.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each learning outcome.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

Unit 01 Introduction to SEO (T/650/1706)

Unit summary
In this unit, learners will understand the purpose of search engine optimisation (SEO) and its importance to digital marketing and content management. Learners will learn about the different SEO tools and techniques available and how an SEO strategy is created. Learners will also understand legitimate and ethical use of search data in SEO.

Assessment			
This unit is internally assessed, via a portfolio of evidence**.**			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**30 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of SEO	1.1 Explain the term 'SEO'
	1.2 Describe the importance of SEO to digital marketing
	1.3 Describe the importance of SEO to content management
	1.4 Describe ranking factors in SEO
	1.5 Explain what metadata is in the context of SEO
2. Understand the tools used in SEO	2.1 Describe the purpose of SEO tools
	2.2 Discuss a range of **SEO tools**
	2.3 Describe the **features** of an SEO tool
3. Understand different techniques in SEO	3.1 Explain local SEO as an optimisation technique
	3.2 State the benefits of local SEO
	3.3 Explain the difference between on-page and off-page SEO
	3.4 Describe technical SEO
4. Understand the importance of creating an SEO strategy	4.1 Describe what an SEO strategy is
	4.2 State **considerations** that may be included in an SEO strategy
	4.3 Explain the importance of working with **others** to create an SEO strategy
	4.4 Explain the benefit of creating an SEO strategy
5. Understand the legitimate and ethical use of search data in SEO	5.1 Explain **ethical considerations** in the use of search data
	5.2 Explain the principles of consent in the use of search data
	5.3 Give examples of how user consent can be obtained
	5.4 Explain the importance of using relevant and accurate metadata
	5.5 Explain **legislation and regulations** applicable to SEO and analytics
	5.6 Describe **potential consequences** of non-compliance with legislation and regulations
	5.7 Explain how organisational policies and procedures are used to support compliance with legal requirements applicable to SEO

Range
2. Understand the tools used in SEO
2.2 SEO tools: these can be paid for, or free **2.3 Features** may include**:** • site auditing • data mining • link building • monitor ranking • domain analysis • keyword research • competitor research • removal of broken links
4. Understand the importance of creating an SEO strategy
4.2 Considerations: • user intent • user experience (UX) • audience • keyword research • competitor research • content strategy • on-page SEO • technical SEO • link building • analytics and reporting • accessibility • ease of use across mobile application devices • page speed **4.3 Others:** • external stakeholders (for example, clients) • internal stakeholders (for example, product team, content team, marketing team, graphics and design team)

Range
5. Understand the legitimate and ethical use of search data in SEO
5.1 Ethical considerations – the learner should cover as a minimum: • consent – informed consent must be gained for use and reuse • permissions and access – only appropriate people should have access to data • storage and archiving – data should only be stored when needed • reuse – clearly defined purpose of reuse of data in line with consent • avoiding bias – when using automation or machine learning • privacy – protecting the data subject at individual and organisational level • impact – effect on individual or organisation • ownership – who owns the data in the analysis • third-party – sharing data with external organisations • is it ethically appropriate to analyse the data? **5.5 Legislation and regulations:** • UK and international legislation and regulations **5.6 Potential consequences:** • financial, for example: ○ fines ○ loss of business/income • legal, for example: ○ prosecution • professional, for example: ○ termination of employment ○ revoked responsibilities • reputational, for example: ○ brand damage ○ customer perception ○ removal of website from a search engine ○ penalties

Delivery and assessment guidance
Assessment guidance – learners must ensure they source reference any research/templates used for this unit, with tutor ensuring authenticity. **1.4** Learners will need to describe ranking factors in SEO providing a minimum of 3 examples. **3.1–3.2** In AC 3.1, the explanation of local SEO must include ranking factors such as links and citations. In AC 3.2, learners should state at least 2 benefits of local SEO. **5.1–5.7** Learners should consider settings in SEO tools that can be adjusted in compliance with specific data protection policies. Tutors to ensure legislation and regulations under consideration are still valid and relevant to SEO at time of delivery. Learners must consider how international legislation and regulations might also be applicable.

Unit 02 Understand the use of search queries and search engine results in SEO (Y/650/1707)

Unit summary				
In this unit, learners will understand the primary function of a search engine, search queries and how search results are generated using keywords. Learners will understand the effect of keywords on search intent and results and how search results can be used for SEO. Learners will also be able to distinguish between ethical SEO and unethical SEO practices.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3		25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how search engines work	1.1 Give examples of different types of search engines
	1.2 Explain how search engines work
2. Understand a search query	2.1 Explain what a search query is
	2.2 Describe how a keyword is used in a search query
	2.3 Identify search queries that will yield results for the following: • map result • shopping result • image result • knowledge panel • entertainment carousel • featured snippet
	2.4 Explain the use of search queries in improving a keyword strategy
3. Understand the output of a search engine results page	3.1 Define the term 'search engine results page' (SERP)
	3.2 Identify the different **sections** of a SERP
	3.3 Compare the results of **different online searches** for business services and products
	3.4 Explain how web page metadata communicates information to search engines
4. Understand the sources of data for different search results	4.1 Define the term 'organic result' in the context of a SERP
	4.2 Explain sources of data for page title and description in an organic result
	4.3 Explain sources of data for a featured snippet
	4.4 Compare the features of an organic result with that of a paid result
	4.5 Identify different sources of data for a local SEO search result
5. Understand search results and search intent	5.1 Identify factors that can affect ranking of search results
	5.2 Describe the impact of keywords on search results
	5.3 Explain the use of keywords in optimising search results
	5.4 Explain **other** ways of optimising search results
	5.5 Evaluate how search intent can affect keywords
	5.6 Describe what is meant by a 'long-tail keyword' and a 'short-tail keyword' in relation to a search query
	5.7 Explain how the length of a search query can change intent

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand legitimate and ethical practices for improving a search result	6.1 Distinguish between ethical and unethical SEO **practices**
	6.2 Identify the benefits of ethical SEO
	6.3 Explain the risks in using unethical practices to improve a search result

Range
3. Understand the output of a search engine results page
3.2 Sections: • organic result • paid result • map result • title description • shopping results • rich results • image results • knowledge panel • entertainment panel • featured snippet **3.3 Different online searches:** for example, search results for plumbing services compared to search results of plumbing tools.
5. Understand search results and search intent
5.4 Other: • paid results (for example, Google Ads)
6. Understand legitimate and ethical practices for improving a search result
6.1 Practices: • ethical SEO (for example, quality backlinks, relevant and valuable content, compliance with search engine terms of use) • unethical SEO (for example, spam, purchasing backlinks)

Delivery and assessment guidance
1.1 Examples provided should include web crawlers, directories and sponsored links. The learner must give a minimum of 2 different examples. **5.1** Learners may identify the top 5 factors and explain how they help in returning search results.

Unit 03 Understand the use of research in SEO (A/650/1708)

Unit summary			
Learners will understand how important research is when it comes to SEO and the role of well-researched content in improving visibility and traffic on search engines. Learners will gain knowledge of how research can be carried out for audience, content, keywords and also competitors, which can be used to improve SEO ranking. Learners will also understand how this data can be used to improve an SEO strategy.			
Assessment			
This unit is internally assessed, via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**20 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of audience research in creating content	1.1 Define the **characteristics** of different audiences
	1.2 Describe the use of personas in conducting audience research to create appropriate content
	1.3 Identify the features used in a persona to identify a target audience
	1.4 Compare persona templates used for different types of audiences
	1.5 Identify limitations with the use of an audience persona
	1.6 Describe mitigations to address the limitations of using an audience persona
2. Understand the importance of keyword research in creating content	2.1 Explain the importance of keyword research in creating content
	2.2 Identify relevant themes to inform keyword research
	2.3 Explain why it is important to match keywords to selected audiences and services
	2.4 Describe the **structure** of a keyword
	2.5 Identify tools used for carrying out keyword research
	2.6 Describe the advantages of using keyword phrases over the use of single keywords when creating content
3. Understand the use of competitor research	3.1 Explain the benefit of competitor research in keyword research
	3.2 Describe how to differentiate between competitor in business and competitor in a search result
	3.3 Explain how to perform competitor research against an identified keyword phrases
	3.4 Explain the advantages and disadvantages of using an SEO tool over manual competitor research

Range
1. Understand the importance of audience research in creating content
1.1 Characteristics: • demographics • psychographics • geographic • behavioral
2. Understand the importance of keyword research in creating content
2.4 Structure: • length • number of characters • positioning (a keyword has to be in the title)

Delivery and assessment guidance
1.1–1.6 Learner will need to look at different personas appropriate to their chosen audience (for example, product marketing, content marketing or sales). **2.1–2.5** Learner must understand that the focus should always be on content quality and relevance to the user, and also how keywords can respond to search intent to bring users to content they find useful. Learner can use Google Keyword Planner to identify suitable keywords, however, this will involve setting up a free Google Ads account.

Unit 04 Understand the use of optimisation and on-page design (D/650/1709)

Unit summary			
In this unit, learners will understand the structural components of a page that can be used for optimisation. Learners will understand optimisation of content and a landing page. Learners will also understand the importance of accessibility in SEO.			
Assessment			
This unit is internally assessed, via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**20 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand structural components of a web page	1.1 Identify structural components of a web page
	1.2 Explain how structural components of a web page affect a search result
	1.3 Explain the importance of using titles on a web page
	1.4 Explain the importance of linking titles to content on a web page
	1.5 Describe **factors** that ensure relevance and effectiveness of a web page
	1.6 Explain the difference between a hierarchical site structure and a flat site structure
	1.7 Explain how headings and sub-headings can be used to organise web page content
2. Understand optimisation of content	2.1 Describe how keyword research and audience research can be used to identify suitable content, headings and sub-headings
	2.2 Consider how legislation affects the use of **content**
	2.3 Identify how formatting can be used to optimise content
	2.4 Describe how to improve internal links within the content
3. Understand how to structurally optimise a landing page	3.1 Explain what a landing page is
	3.2 Describe how a good landing page structure relates to a search query
	3.3 Describe a good landing page in relation to content
	3.4 Explain the importance of correct nesting of headings and sub-headings to the display of a landing page
4. Understand the importance of accessibility in optimisation and page design	4.1 Describe accessibility in the context of on-page optimisation
	4.2 Explain the importance of image alternative text to the structure of a web page
	4.3 Give examples of suitable images with alternative text, to accompany a piece of content
	4.4 Describe considerations in optimising page design for user accessibility
	4.5 Explain the purpose of audience research in ensuring accessibility requirements
	4.6 Give examples of **requirements** for ensuring web content accessibility

Range
1. Understand structural components of a web page
1.5 Factors: • backlinks • images • formatting
2. Understand optimisation of content
2.2 Content: could be images, video, sound or text
4. Understand the importance of accessibility in optimisation and page design
4.6 Requirements, for example: • Web Content Accessibility Guidelines (WCAG) • Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 • Equality Act 2010

Delivery and assessment guidance
2.3 Learners will be able to identify different formatting techniques that can be used to optimise content, for example: • text formatting such as tags for headers, paragraphs and others such as bold, underline and bullet points • image formatting such as file size, background and file format **3.1–3.4** Learners should be encouraged to look at the different landing pages and what needs to be included. The learner could plan a landing page and suggest a layout to answer a search query. Learners will consider call to action (CTA) and lead generation in relation to planning a landing page. **4.1–4.6** Learners can annotate a landing page to showcase accessibility. Learner should be able to identify key accessibility drivers to have a clear understanding of what needs to be included.

Unit 05 Application of technical SEO (J/650/1710)

Unit summary
This unit aims to equip the learner with the knowledge of technical SEO and how it can be used to ensure visibility and accessibility of a website on search engines. Learners will be able to use HyperText Markup Language (HTML) and content management systems (CMS) to create, edit, publish and improve the content and a landing page. Learners will also understand the use of schema markups and how they can be successfully deployed and used to improve SEO.

Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**		**30 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the elements of technical SEO	1.1 Describe what is meant by the following terms: • crawling • indexing • schema
	1.2 Describe website architecture
2. Understand the process of technical SEO	2.1 Give examples of tags and attributes
	2.2 Explain the use of tags and attributes
	2.3 Describe the use of **specific tags** and their relevance to SEO
3. Be able to use HTML	3.1 Describe the use of HTML in SEO
	3.2 Explain the structure of a HTML element
	3.3 Demonstrate how to use HTML on a web page
	3.4 Identify ways to improve HTML to optimise a landing page
4. Understand what a CMS is	4.1 Explain what is meant by a CMS
	4.2 Give examples of different types of CMSs
	4.3 Describe the benefits and limitations of a CMS
	4.4 Identify the restrictions that may affect the functionality of the CMS
	4.5 Explain the use of plugins in CMS
5. Be able to use a CMS effectively	5.1 Select an appropriate CMS
	5.2 Use the selected CMS to: • create content • edit content • publish content • apply a plugin
	5.3 Assess the benefits and limitations of the selected CMS
6. Understand schema markup	6.1 Describe what is meant by the term 'schema markup'
	6.2 Explain how to ensure successful deployment of schema markups
	6.3 Explain the use of a structured data testing tool (SDTT)
	6.4 Give **examples** of SDTTs
	6.5 Explain how to use schema markup to optimise search appearance

Range
2. Understand the process of technical SEO
2.4 Specific tags: • title • meta • h1 to h6 • img • a (link) • b (strong)
6. Understand schema markup
6.4 Examples can include**:** • schema markup validator (SMV) • rich results testing tool (RRTT)

Delivery and assessment guidance
5.1–5.3 Learners may consider the ease of applying a plugin to assess the benefit or limitation of their chosen CMS. **6.2–6.4** To support understanding, learners could use a schema application or Google Tag Manager to deploy a code.

Unit 06 Understand link building in off-page SEO (K/650/1711)

Unit summary			
In this unit, learners will understand off-page optimisation as one of the strategies of SEO and how it uses link building as an effective ranking factor. Learners will understand link maintenance, removal and the applicable penalties for non-compliance.			
Assessment			
This unit is internally assessed, via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**20 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand off-page SEO	1.1 Define the term 'off-page SEO'
	1.2 Explain the benefits of off-page SEO
	1.3 Describe the **techniques** used in off-page SEO
	1.4 Describe possible issues with off-page SEO
2. Understand link building in off-page SEO	2.1 Describe the following links on a web page: • internal links • external links
	2.2 Explain the benefits of link titles on a web page
	2.3 Identify a good link and a bad link on a web page
	2.4 Critically compare paid links and free links
	2.5 Explain the benefits of link building to web page ranking
3. Understand link structures	3.1 Identify a suitable link structure
	3.2 Describe how to create effective links on a web page
	3.3 Describe the importance of relating wording to links
	3.4 Describe the importance of relating links to content
4. Understand maintenance and removal of links and applicable penalties	4.1 Describe ways to maintain a healthy link profile
	4.2 Explain the effect of link rot on optimisation
	4.3 Describe the process of disavowing a link
	4.4 Identify situations that may lead to the issue of a penalty
	4.5 Describe types of **penalties**
5. Understand other ways to optimise off-page	5.1 Describe the benefits of third-party statements without a link
	5.2 Identify features and benefits of search engine local business profiles

Range
1. Understand off-page SEO
1.3 Techniques: • backlinks   • local listing   • social media marketing
4. Understand maintenance and removal of links and applicable penalties
4.5 Penalties: • algorithm downgrade   • manual action (for example, website removal)

Delivery and assessment guidance
3.1–3.4 Learner will determine the suitability of link structures by considering the following: • readable format   • inclusion of keywords   • appropriate length   **4.4–4.5** Learner must know how notification from a web service is received and reviewed.   Learner will learn how penalties affect ranking, and/or removal from search results.   Learner must be aware that misrepresentation of information or deception may lead to the issue of a penalty.

Unit 07 Measuring and analysing SEO performance (L/650/1712)

Unit summary			
In this unit, learners will understand the importance of measuring the performance and effectiveness of an SEO strategy. Learners will understand the use of analytics tools, dashboards and how results and performance are tracked. Learners will understand the importance of goals and events in analytics and know how to create them to measure performance and conversions.			
Assessment			
This unit is internally assessed, via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the need to measure and analyse SEO performance	1.1 Explain the need to measure and analyse SEO performance
	1.2 Identify metrics for assessing SEO performance
	1.3 Explain the importance of analysing metrics critical to an SEO strategy
	1.4 Consider how the following metrics are measured using analytics: • audience engagement • mobile traffic behaviour • page bounce rates
	1.5 Explain how analysed data can be used to improve SEO
2. Understand different types of analytics tools	2.1 Identify types of web analytics tools
	2.2 Explain the **purpose** of web analytics tools
	2.3 Describe standard features of a web analytics tool
3. Understand the use of an analytics dashboard	3.1 Describe the purpose of an analytics dashboard
	3.2 Describe how metrics are added to an analytics dashboard
	3.3 Draw conclusions from and make a meaningful comparison of the different metrics on an analytics dashboard
	3.4 Explain the process of tracking the performance of organic search results
4. Be able to use an analytics tool to create goals and events	4.1 Select a web analytics tool
	4.2 Justify the use of the selected web analytics tool
	4.3 Explain what is meant by goals and events in analytics
	4.4 Use the selected web analytics tool to create: • a goal to measure a metric • an event to measure a metric
	4.5 Show how to connect an event to a goal using the selected web analytics tool
5. Understand conversion rate optimisation (CRO) in relation to SEO	5.1 Describe CRO in analytics
	5.2 Compare the focus of SEO and CRO
	5.3 Explain the importance of CRO

Range
2. Understand different types of analytics tools
2.2 Purpose: • traffic analysis (for example, Google Analytics) • search analysis (for example, Google Search Console and Bing Webmaster Tools) • dashboard/visualisation (for example, Google Data Studio)

Delivery and assessment guidance
1.1–1.5 Learners can use a specific scenario/case study, based on a specific business need. In AC 1.3, the tutor should explain that not all metrics will be critical to an SEO strategy and only those included in the strategy are those considered measurable, to determine how well the SEO strategy has worked. **3.1–3.4** Learners may look at a specific analytics dashboard for its intended purpose. **4.1–4.5** Learners could set up a free account on a chosen analytics tool. Learner should connect the event and goal created in AC 4.4.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Assessment strategy

Knowledge learning outcomes:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the differences between 2 or more items, resources, or pieces of information.
Draw conclusions (which…)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- https://keywordtool.io/
- https://search.google.com/search-console/about
- https://tagmanager.google.com/
- https://analytics.google.com/analytics/web/
- https://schema.org/Thing
- www.w3.org/

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

Other support materials

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

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

Appendix A

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

☆ Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH
☆	Unit 01	T/650/1706	Introduction to SEO	3	30
☆	Unit 02	Y/650/1707	Understand the use of search queries and search engine results in SEO	3	25
☆	Unit 03	A/650/1708	Understand the use of research in SEO	3	20
☆	Unit 04	D/650/1709	Understand the use of optimisation and on-page design	3	20
	Unit 05	J/650/1710	Application of technical SEO	3	30
☆	Unit 06	K/650/1711	Understand link building in off-page SEO	3	20
	Unit 07	L/650/1712	Measuring and analysing SEO performance	3	35

The units above may be available as stand-alone unit programmes. Please visit our website for further information.