

UAN:	D/505/1590
Level:	3
Credit value:	6
GLH:	41
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	<p>E-mail marketing is a primary tool in online marketing. Businesses use this to tailor messages to their customers and new leads. With this unit, learners will develop an understanding of the processes and best industry practice required for effective e-mail marketing and the technology that supports those processes.</p> <p>Learners will be expected to be able to demonstrate managing a mailing list, creating a message and use an e-mail marketing service or system to run an e-mail marketing campaign and evaluate its success.</p>

Learning outcome
The learner will:
1. understand requirements for e-mail marketing
Assessment criteria
The learner can:
1.1 describe the benefits of e-mail marketing
1.2 describe the stages involved in e-mail marketing
1.3 explain the criteria for segmenting leads for e-mail marketing
1.4 explain ways of generating leads for e-mail marketing
1.5 explain the legal requirements to be considered for e-mail marketing

Range
<p>Stages Set objectives, specify message, create mailing lists, create message, design and style message, technical test, send, report, evaluate</p> <p>Criteria Job position, gender, age, previous buying habits, lifetime value, location</p> <p>Ways of generating leads Researching, purchasing, identifying within existing database, recording</p> <p>Legal requirements Use and storage of personal information, confidentiality, SPAM, unsubscribe, cross border issues</p>

Learning outcome
The learner will:
2. understand technology used in e-mail marketing
Assessment criteria
The learner can:
2.1 describe the functions of e-mail technology systems
2.2 describe best practice in creating e-mail marketing messages
2.3 explain the causes of technical obstacles encountered in e-mail marketing
2.4 explain the purpose of different types of data provided by technology to measure success

Range
<p>Best practice Copywriting, content issues (e.g. copy, images, links, calls to action), design issues (e.g. layout, text, styling, structure, above the fold, mobile considerations), use of templates</p> <p>Technical obstacles missing images, image blocking, broken layout, rendering issues in differing email clients, firewall and network blocking, attachments, limitations of tracking methods</p> <p>Different types of data Reports, tracking, analysis, statistics, metrics</p>

Guidance
<p>E-mail technology systems CRM, online e-mail services, html e-mail coding and templates, metrics and reports</p> <p>Different types of data</p>

Statistics e.g. undelivered, bounce back, out of office, unsubscribe, opened, click-through

Learning outcome

The learner will:

3. be able to run e-mail marketing campaigns

Assessment criteria

The learner can:

- 3.1 apply criteria from a brief to **create a mailing list**
- 3.2 apply criteria from a brief to **create** a marketing e-mail message
- 3.3 **test** marketing e-mail
- 3.4 **evaluate** the success of an e-mail marketing campaign against aims and objectives from a brief

Range**Create a mailing list**

Research and record, purchase, identify customers in an existing database, segment according to criteria in a brief

Create

Incorporate copy, structure message, design layout, style, prepare images, add links

Test

Evaluate results against technical objectives, adjust for technical issues, frequency of testing

Guidance**Evaluate**

Reports, metrics, analytics

Unit 327 E-mail marketing

Supporting information

Evidence requirements

Portfolio evidence.

The expectation is that learners will be given a brief by a line manager and tutor, and will therefore carry out activities and be assessed in reference to the aims and objectives of that brief. Learners will for the most part be describing rather explaining, and demonstrating that they understand how to complete the processes of e-mail marketing

The learner could evidence the stages of e-mail marketing across multiple real world and simulated campaigns and therefore does not need to complete all stages for a single campaign. For example, in a situation where a learner contributes to only some stages of a complete campaign, any missing stages may be assessed from another real or simulated, campaign (LO3).