



City & Guilds Level 2 Award in Promoting a Business using Social Media (1039-02)

Version 1.0 (September 2026)

Qualification handbook

Qualification at a glance

Subject area	Business Skills
City & Guilds number	1039-02
Age group approved	16+
Entry requirements	n/a
Assessment	Multiple Choice Questions
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Sample assessments
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Award in Promoting a Business Using Social Media	1039-02	610/7793/8	20	21

Version and date	Change detail	Section
1.0 September 2026	Initial version	All

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for those individuals aged 16 and over who are either preparing for employment or already in the workplace. It is applicable across a wide range of customer-facing roles, including hospitality, retail, and customer service. It is ideal for delivery during induction periods or as part of a broader personal development or CPD programme.
What does the qualification cover?	This qualification covers the fundamental principles of using social media to promote a business, equipping learners with the knowledge to understand social media platforms, audiences and promotional methods. It explores how social media can be used to raise brand awareness, engage customers and support business objectives through effective content and communication. Additionally, it introduces the benefits and risks associated with business use of social media, including safe, responsible and professional practices. The content is designed to develop social media awareness and support business promotion across a range of sectors.
What opportunities for progression are there?	This qualification is designed primarily as an awareness-raising course, providing a valuable foundation for anyone interested in understanding how to promote a business using social media. While it is not intended to lead directly into a specific job role, it can support personal development and enhance employability across a wide range of sectors.
Is it part of an apprenticeship framework or initiative?	N/A

Structure

To achieve the City & Guilds Level 2 Award in Promoting a Business using Social Media (1039-02), learners must achieve:

City & Guilds unit number	Unit title	GLH
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Mandatory units:

Learners must achieve the mandatory unit.

301	Principles of safely promoting a business using social media	20
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Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Award in Promoting a Business using Social Media	20	21

2 Centre requirements

Approval

Full approval

To offer this qualification, centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They must have:

Technical competence

- Staff must be fully competent in the job role and/or have technical knowledge at least equal to the level they are teaching
- Their experience must reflect current industry standards, practices, and expectations.

Professional experience

- Staff must have recent and relevant hands-on experience in the specific subject they are delivering or assessing
- Must be able to demonstrate assessment competence through relevant qualifications or training.

Training delivery

- Staff should have a proven track record of delivering training or be actively working towards developing these skills
- Centres must ensure delivery staff are supported in developing and enhancing training delivery.

Cross-cutting subject expertise

For some subject areas of a qualification, content may be delivered by specialists from outside the vocational area (ie business, maths, digital, health and safety). This is permitted where mapping to the curriculum, assessment and industry standards is evidenced and is managed through IQA procedures.

Continuing Professional Development (CPD)

Centres must ensure that staff maintain up-to-date knowledge of their occupational area and current best practice in delivery, mentoring, training, assessment and quality assurance. Staff should take account of any national or legislative changes and developments. Assessors must be regularly observed and sampled in line with the centres IQA procedures.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

To carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- adhere to the requirements set out in the centre handbook
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- adhere to the requirements set out in the centre handbook
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres using systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is approved for learners aged 16 or above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	www.cityandguilds.com

City & Guilds provides a generic glossary of command verbs that are typically used within our assessment products. This resource is available to download [here](#).

4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete a MCQ assessment for the mandatory unit

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
301	Principles of safely promoting a business using social media	Multiple Choice Questions	www.cityandguilds.com

Assessment strategy

City & Guilds has written the following assessment to use with this qualification

- a sample MCQ that can be downloaded from the City & Guilds website.

Test specifications

The way the knowledge is covered by each test is laid out in the table below:

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approximately 70%

These boundaries may be subject to slight variation to ensure fairness should any variations in the difficulty of the test be identified

Test: 1039- 201	Duration: 30 minutes		
	Unit	Outcome	
			Number of questions
			Percentage %
301	LO1 Understand the methods businesses use to promote products and services through social media.		9
	LO2 Know the potential benefits and role of social media in business marketing.		4
	LO3 Know the potential risks of using social media to promote a business and how to mitigate them.		7
		Total	20
			100

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- Guided Learning Hours (GLH)
- unit aim
- assessment method
- Learning Outcomes (LOs)

Guidance for delivery of the units

This qualification is made up of a single unit. A unit describes what is expected of a competent person in particular aspects of their job.

The unit is divided into learning outcomes, topics and content elements which describe in further detail the knowledge that a candidate should possess.

Unit 301 – Principles of safely promoting a business using social media

Level:	2
GLH:	20
Assessment Method:	Multiple Choice Questions (online)
Aim:	This unit aims to equip learners with the knowledge needed to safely use social media to promote a business

Learning Outcomes

- LO1. Understand the methods businesses use to promote products and services through social media
- LO2. Know the potential benefits and role of social media in business marketing
- LO3. Know the potential risks of using social media to promote a business and how to mitigate risks

Learning Outcome 1

- 1. Understand the methods businesses use to promote products and services through social media.

Topics	Content elements
1.1 Social media strategies	1.1.1 What defines social media marketing a) Online platforms and communities accessed by web or mobile devices b) Facilitation of two-way communication c) Sharing regular updates with others to generate conversation d) Participating in discussion around similar interests. 1.1.2 The purpose of market research and how it informs social media strategies a) Why businesses should define a target market i. To have a clear understanding of customers that might purchase a product or service

- ii. To craft messages that appeal to their customer base
- iii. Align marketing activity to the right platforms

b) How to define a target market by demographics for a purpose

- i. Age
- ii. Gender identity
- iii. Geographic
- iv. Income level
- v. Education level
- vi. Occupation
- vii. Job title
- viii. Marital and family status
- ix. Ethnicity and race

c) Define a target market by psychographics

- i. Personal values
- ii. Religious beliefs
- iii. Political leanings
- iv. Lifestyle

1.1.3 Components of a basic social media strategy and their roles

a) The audit

- i. What works well
- ii. What does not work well
- iii. What business competitors do

b) Platform selection

- i. Based on market research
- ii. Channels which customers use most
- iii. Channels which are ideal or will be used by future customers

c) Audience analysis

- i. Finding out if current followers match the ideal customer demographics

d) Tactics

- i. Story telling
- ii. Interactive content
- iii. Blogs/vlogs/podcasts
- iv. Collaborations

1.2 Main types of social media content used by businesses

- e) Planning and consistency
 - i. Posting frequency
 - ii. Using a content calendar
 - iii. Scheduling principles
 - iv. Content pillars
- f) Measuring effectiveness
 - i. Key performance indicators (KPIs)
 - ii. Reach and impressions
 - iii. Engagement rate
 - iv. Click-through rate (CTR)
 - v. Tracks financial efficiency
 - Cost per acquisition (CPA)
 - Return on investment (ROI)
 - Cost per click (CPC)

1.2.1 Purpose of organic and paid content:

a) Uses of organic content

- i. Increase audience interaction
- ii. Build customer loyalty
- iii. Generate brand awareness gradually if no budget to run paid promotions.

1.2.2 Types of organic content

- a) Static images and carousels
- b) Ephemeral content (temporary, up to 24 hours)
- c) Live video
- d) Long form video
- e) Short form video
- f) User generated content
- g) Trending and topical content

1.2.3 The role of organic content

a) Inform and educate followers

- i. Opening hours
- ii. Services provided
- iii. The team that works there
- iv. Top tips, demonstrations, 'how to's.

b) Inspire followers

- i. Before and after case studies,
- ii. Client testimonials
- iii. Business successes

c) Entertain followers

- i. Awareness days
- ii. Recognise milestones in the business.

1.2.4 Uses of paid content

- a) Reaching new audiences quickly and at scale.
- b) Run promotions or launch a new service in a new area
- c) Target people geographically
- d) Target people who already follow a business page
 - i. Guarantees reach and impressions

1.2.5 Types of paid content

- a) Paid adverts
- b) Campaigns
- c) Boosted posts
- d) Sponsored content
 - i. Influencer partnerships
 - ii. Affiliate links

1.2.6 The role of paid content:

- a) Direct traffic to websites
- b) Promote offers
- c) Promote new services
- d) Gather email addresses
- e) Reach new people in geographical areas

1.3

How artificial intelligence (AI) can support social media strategy

1.3.1 Uses of generative Artificial Intelligence (AI)

- a) Text creation and editing
- b) Image creation and editing
- c) Video creation and editing
- d) Audio creation and editing
- e) Research
- f) Planning content
- g) Data analysis

1.3.2 Benefits of using generative AI

- a) Web and app-based tools trained on vast amounts of data
- b) Paid and free versions
- c) Offers significant cost and time efficiencies
- d) Create on-brand content at scale
- e) Create new content from a conversation using natural language

1.3.3 Best practices to follow when using generative AI for content creation and editing

a) Do:

- i. Always check AI generated content for unconscious bias (gender, race, culture, language, disability)
- ii. Always label AI generated content
- iii. create a policy and transparency statement around business use of AI generated content
- iv. Use a prompting framework when using AI to generate content
- v. Verify and iterate the outputs before publishing AI generated content
- vi. Check facts and citations when using AI generated content
- vii. Include brand guidelines to ensure accuracy of AI generated content
 - language and grammar
 - tone of voice
 - writing style

b) Don't

- i. Put sensitive data into free versions of AI generated content
- ii. Publish AI generated content without human review
- iii. Use AI generated content images that look misleading
- iv. Use AI generated content without prior discussion with senior leadership

Learning outcome 2

2. Know the potential benefits and role of social media in business marketing

Topics	Content elements
2.1 The role of social media as a marketing channel	2.1.1 Key benefits of using social media when marketing a business a) Raising awareness of products and services b) Operational benefits i. Generating enquiries ii. Increase appointment bookings iii. Increase sales c) Increasing traffic to websites or landing pages i. Sharing links ii. Using calls to action iii. Optimisation of biographies (bios) d) Supporting wider marketing objectives i. Growth ii. Increase sales iii. Brand awareness iv. Entering new markets e) Building online relationships i. Business messages ii. Creating a community (or communities) iii. Developing customer loyalty f) Humanising a brand's identity i. Tone ii. Values iii. Personality iv. Storytelling g) The ability to reach niche or large audiences in a cost-effective way h) Viral reach – number of people who see content, other people shared, liked, commented on, or reposted it.
2.2 Considerations when using social media to market a business	2.2.1 Understanding the purpose of algorithms and how they influence content creation a) Algorithm purpose i. Deciding what content a user sees in their feed

- ii. Filtering content that is not relevant
- iii. Surfacing new content that a user may be interested in

b) How algorithms work

- i. Preference given to different media types
- ii. Engagement ranking
 - Likes
 - Comments
 - Shares
 - Saves and bookmarks
- iii. Number of user interactions with content

2.3 Appropriate use of business and personal accounts

2.3.1 The use of business accounts

- a) Relatable and informative updates on business activities
- b) Maintaining security and control in staff absence or turnover
- c) Access to analytics on content performance
- d) Running paid advertisements

2.3.2 The use of personal accounts

- a) Amplify business messaging
- b) Used for personal relationships only

Learning outcome 3

3. Know the potential risks of using social media to promote a business and how to mitigate them

Topics	Content elements
3.1 Risks and mitigations when using social media to promote a business	3.1.1 Common risks associated with the use of social media a) Content risks i. Language and copy ii. Factual errors iii. Unprofessional content iv. Conflicting Information v. Brand image damage vi. Scheduling and post timing vii. Posting frequency viii. Lack of proof reading ix. Ownership of copy, images and logos x. Not following local regulations xi. Mistakes left uncorrected b) Customer service risks i. Insensitive comments not removed ii. Inappropriate responses from company iii. Ignoring comments iv. Ignoring complaints 3.1.2. Mitigations to reduce risks associated with the use of social media a) Content creation i. Creating and following a content plan ii. Using community/brand guidelines iii. Evaluate information for accuracy iv. Identify biased information v. Create own content vi. Use royalty free material vii. Credit the creator viii. Avoid using logos or brand names unless allowed ix. Licensed for reuse material x. Label material generated by AI

3.2 Security risks when using social media for business

b) Customer service

- i. Monitoring comments
- ii. Appropriate responses

3.2.1 Risks of account hacking and how to mitigate against them

a) Types of risks

- i. Fake profiles
- ii. Malware
- iii. Phishing attacks
- iv. Fraudulent content posts
- v. Scams and social engineering

b) Mitigations of risks

- i. Two Factor Authentication (2FA)
- ii. Strong passwords
- iii. Regular updating of passwords
- iv. Using password vault
- v. Using random password generator
- vi. Data encryption
- vii. Logging out of accounts when not in use
- viii. Not sharing passwords
- ix. Regularly reviewing access
- x. Identifying scams/social engineering
- xi. Safeguarding personal or company information
- xii. Following local or business data protection practices

3.2.2 Data misuse

- a) Unauthorised internal access or misuse
- b) Keeping data longer than necessary
- c) Third party or supplier data breaches inaccurate or outdated customer data
- d) Accidental data loss or deletion
- e) Using data for purposes without customer's consent
- f) Mishandling sensitive or children's data
- g) Risks from storing or transferring data overseas

3.3 Risks that impact a business using social media	3.3.1 Impacts of reputational damage to a brand a) Loss of customers b) Negative reviews and press coverage c) Reduced partnerships d) Loss of trust and credibility e) Reduced customer acquisition and retention f) Declining engagement i. Lower interaction ii. Lower feedback iii. Lower participation g) Financial losses i. Reduction of revenue ii. Compensation claims iii. Legal penalties 3.3.2 Key stakeholders affected by reputational damage a) Partners b) Employees c) Customers 3.3.3. Potential consequences of permanent bans or restrictions to a business's social media. a) Loss of access to key platforms or systems. b) Temporary or permanent account suspension c) Loss of access to data
3.4 Safe and responsible behaviours when using social media	3.4.1. Best practice methods to ensure the safe and responsible use of social media a) Clear social media policies and guidelines b) Approval processes c) Staff training d) Crisis management plans e) Regular performance and risk reviews f) Maintaining professional boundaries g) Avoiding personal views/sensitive topics

Appendix 1

Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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