

# apprenticeship FRAMEWORK

## Higher Level Apprenticeship in Social Media and Digital Marketing - Level 4 (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Issue date: 28 August 2014

**Issued By:**  
Instructus

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

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# Higher Level Apprenticeship in Social Media and Digital Marketing - Level 4 (England)

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# Framework information

## Information on the Issuing Authority for this framework:

### Instructus

The Apprenticeship sector for occupations in air conditioning, building services engineering, business and administration, cleaning, customer service, digital/information technology, electro technical, electrical and electronic servicing, enterprise and business support, facilities management, heating and ventilating, housing, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector), plumbing, property and refrigeration.

Issue number: 2	This framework includes:
Framework ID: FR03051	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 28/02/2015	This framework is for use in: England

## Short description

The purpose of this framework is to allow learners to develop the knowledge and competence skills required for working in social media and digital marketing roles. The framework is available at Level 4 and is relevant for the following jobs:

- Digital marketing (ad/campaign) manager
- Digital marketing analyst
- Ecommerce marketing manager
- Search marketing manager/executive
- Social media marketing manager
- Acquisition manager
- CRM manager
- Email campaign manager
- Digital fundraising campaign manager
- Mobile marketing manager

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- Web designer
  - Web product manager
  - Web analyst
  - Video marketing director
  - Video marketing editor
  - Video marketing online channel manager
  - Digital marketing manager/director

# Contact information

## Proposer of this framework

This apprenticeship has been proposed and developed by City & Guilds, the Digital Pathway is currently the only pathway for Level 4 and was developed in partnership with Agilisys Arch. Employers were engaged through the Agilisys consultation group, this included Zip Car, Contentive, Google, Incisive Media, Azimo Ltd, Charities Technology Trust, Ladders Associates, Big Choice, UK Youth, Middleton Murray and Livity. Training providers and colleges were invited to feedback and input into the development as well. We have engaged with and involved employers across the various sectors linked to this framework to ensure strong links to job roles. Consultation surveys were sent out, events organised to meet and discuss the qualification content and an academic board created to review the development.

## Developer of this framework

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## Issuing Authority's contact details

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# Revising a framework

## Why this framework is being revised

Additional qualification from AIM Awards in Digital Marketing Pathway

## Summary of changes made to this framework

*(no information)*

## Qualifications removed

*(no information)*

## Qualifications added

*(no information)*

## Qualifications that have been extended

AIM Awards Level 4 Diploma in Digital Marketing



# Purpose of this framework

## Summary of the purpose of the framework

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

## Profile of the Sector

Digital marketing and the use of social and digital media is a key part of business marketing strategies and practice today. The growth of this industry sector has seen a number of jobs advertised for social media experts. A survey of over 500 companies carried out by eConsultancy/Experian in early 2012 found businesses were planning on expanding their digital marketing presence and subsequent departments but felt the shortage of skilled workers in this area was preventing them from fully harnessing digital media.

Businesses are looking for more digital marketing capability and capacity which is increasing the demand for skilled people in this sector. This framework was created to equip learners with the ability to understand, utilise and develop the skills needed whilst working in social media and digital marketing for business purposes. It also builds in transferable skills such as communication, team working, interpersonal skills and the ability to reflect on personal learning.

This apprenticeship will help to develop skills to allow apprentices to understand what social media and digital marketing is, how to utilise it in a business environment and incorporate it into their job role. Job roles may include Social Media Assistant, Social Media Consultant and Social Media Analyst with responsibilities such as managing and monitoring online communities, working with businesses to promote, utilise and increase presence through social media, copy writing and media placement, development of social media strategy and seeking

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out new and relevant content, formulating the content calendar and identify key bloggers and influencers. For a full list of specific roles and responsibilities please refer to the section on job.

Social media is still young and we are in the 'early adopter' phase for companies. There are over 500 million active users on Facebook, 105 million registered users on Twitter and 75 million professionals on LinkedIn.

Businesses need the support of a skilled workforce to enable them to make the best use of digital marketing tools and concepts.

The framework will contribute to meeting the skills priorities for Digital Britain.

### **Aims and objectives of this framework (England)**

The aim of this apprenticeship framework is to provide employers in the public, private and not-for-profit sectors with a workforce who have the skills, knowledge and competency to support business systems, processes and services through social media. This will contribute to making businesses more efficient and productive. This framework has been created to help support the development of the specific skills needed for a job in this social media and digital marketing sector.

# Entry conditions for this framework

Employers are looking to attract applicants who have a keen interest in social media and digital marketing. They expect applicants to demonstrate a "can do" attitude and have basic numeracy, literacy and IT skills on which the Apprenticeship will build.

Entrants will come from a diverse range of backgrounds, with a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards the achievement of an apprenticeship programme. Examples include learners who have:

- held a position of responsibility at school or college
- undertaken work experience or work placement experience
- completed the Duke of Edinburgh Award or similar award
- achieved GCSEs or A levels
- achieved QCF Awards, Certificates or Diplomas
- undertaken an intermediate or advanced level apprenticeship such as IT application specialist, IT software, web and telecoms professional, Marketing, Business and Administration, Social Media and Digital Marketing
- achieved a (14-19) Foundation or Higher Diploma or related Diplomas in Business, Administration, Information Technology and Marketing

## Initial assessment

- initial assessment should be used to identify prior learning and experience to tailor the Apprentice's Individual Learning Plan
- in the case of APL for competence, knowledge and integrated qualifications, the Apprenticeship programme must be tailored to allow the Apprentice to undertake new learning, including learning at a higher level, and development of new skills.

# Level Choose an item.

Title for this framework at level 4

## Higher Apprenticeship in Social Media and Digital Marketing

Pathways for the framework at level [Choose an item.](#):

Pathway 1:            New Pathway

# Level Choose an item., New Pathway

## Description of this pathway

<Framework Editor to complete with relevant info>

Total minimum credit value for this pathway is <XX> credits:

Competence qualification - CV =

Knowledge qualification - CV =

OR Combined qualification, if relevant

Transferable Skills - CV = for English, Maths and (ICT, if required)

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions **or Framework Editor to state any additional requirements**

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Job title(s)	Job role(s)
<Job Title>	<Brief role description>

# Qualifications

## Competence qualifications available to this pathway

CX – Name of Qualification					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	QAN	<a href="#">Click here to enter text.</a>	XX	XX	N/A

## Knowledge qualifications available to this pathway

KXXX – Name of Qualification					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	QAN	Awarding Organisation Name	XX	XXX	N/A

## Combined qualifications available to this pathway

BXXX – Name of Qualification

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	QAN	Awarding Organisation Name	XXX	XXX	N/A

## Relationship between competence and knowledge qualifications

<Framework Editor to complete with relevant info i.e. state any minimum credits required, any mandatory units etc>



# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

**NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

[Click here to enter text.](#)

## Employee rights and responsibilities

[Click here to enter text.](#)

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

## How equality and diversity will be met

<Framework Editor to complete with relevant info>

## On and off the job guided learning (England)

### Total GLH for each pathway

<Framework Editor to complete with relevant info>

### Minimum off-the-job guided learning hours

<Framework Editor to complete with relevant info>

### How this requirement will be met

<Framework Editor to complete with relevant info>

### Minimum on-the-job guided learning hours

<Framework Editor to complete with relevant info>

### How this requirement will be met

<Framework Editor to complete with relevant info>

## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

<Framework Editor to complete with relevant info>

### Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

### Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

### Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;

- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

## Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

## Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.



## Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

## Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acecerts.co.uk/framework\\_library](http://www.acecerts.co.uk/framework_library)