

# apprenticeship FRAMEWORK

## Social Media and Digital Marketing (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 September 2015

**Issued By:**  
Instructus

Apprenticeship Certificates  
England

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

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**Issued**



# Social Media and Digital Marketing (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: 10	This framework includes:
Framework ID: FR03610	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/12/2014	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 will be available at Level 3 and is relevant for the following jobs:

- Social Media Assistant
- Social Media Consultant
- Social Media Analyst
- Social Media Marketing Assistant
- SEO Assistant
- Acquisition Assistant
- Email Campaign Assistant

- 
- Online Marketing Coordinator
  - Search Marketing Coordinator
  - Display Marketing Assistant
  
  - eCommerce Assistant
  - Mobile Marketing Assistant
  - Website Content Manager
  - Video Marketing Production Assistant
  - Digital Account Assistant
  - Digital Marketing Assistant
  - Digital Communications Officer
  - Community Engagement Officer

# Contact information

## Proposer of this framework

This apprenticeship has been proposed and developed by City & Guilds, the Digital Pathway was recently 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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Organisation Type:	Awarding Organisation
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### Issuing Authority's contact details

Issued by:	Instructus
Issuer contact name:	Rob Williams
Issuer contact phone:	0207 091 9620
Issuer Email:	apprenticeships@skillscfa.org

# Revising a framework

## Why this framework is being revised

The framework is being revised in September 2015 to make the following changes:

- addition of newly accredited qualifications
- update the wording within the ERR section
- update the contact details.

## Summary of changes made to this framework

The framework is being revised in September 2015 to make the following changes:

- addition of newly accredited qualifications
- update the wording within the ERR section
- update the contact details.

## Qualifications removed

None

## Qualifications added

Addition of qualifications within Social Media Pathway:

- FAQ Level 3 Diploma in Social Media for Business (QCF) (601/7143/1)
- Gateway Qualifications Level 3 Diploma In Social Media for Business (QCF) (601/6755/5)
- Open College Network West Midlands Level 3 Diploma in Social Media for Business (QCF) (601/6772/5)

Addition of qualifications within Digital Marketing Pathway:



- Gateway Qualifications Level 3 Diploma In Digital Marketing (QCF) (601/6756/7)
- FAQ Level 3 Diploma in Digital Marketing (QCF) (601/7138/8)

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

### National Apprenticeship Service (NAS) - Statement on Apprenticeship Quality Definition

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 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 learning 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 is 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

... Social Media and Digital Marketing (England)

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 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 Roles.

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 uses 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 level apprenticeship such as IT application specialist, IT software, web and telecoms professional, Marketing and Business and Administration
- achieved a (14-19) Foundation or Higher Diploma or related Diplomas in Business, Administration, Information Technology and Marketing

## Initial assessment

- initial assessment should be undertaken to identify prior learning and experience to tailor the Apprentice's Individual Learning Plan and should not be used for screening out applicants;
- in the case of APL for competence, knowledge or Functional Skills, the Apprenticeship programme must be tailored to allow the Apprentice to undertake new learning, including learning at a higher level and develop new skills.

# Level 3

Title for this framework at level 3

## Advanced Apprenticeship in Social Media and Digital Marketing

### Pathways for this framework at level 3

Pathway 1: Social Media

Pathway 2: Digital Marketing

# Level 3, Pathway 1: Social Media

## Description of this pathway

Social Media - Minimum 57 credits

### This includes:

Level 3 Diploma in Social Media for Business - Minimum 42 credits

Level 2 Functional Skills:

- English - 5 credits
- Mathematics - 5 credits
- ICT - 5 credits

## 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**

Job title(s)	Job role(s)
Social Media Assistant	Manage and monitor online communities. Ensure effective customer conversation, communication and engagement is maintained. Co-ordinate and manage content, use the internet to promote and market, assist in integrating social media platforms.
Social Media Consultant	Work with businesses to promote, utilise and increase presence through social media. Creating social media strategies for business.
Social Media Analyst	Conducting and delivering social media related research and insight for clients through a combination of qualitative and quantitative research.
Digital Account Assistant	Copy writing and media placement, development of social media strategy, relationship management with the media and account management. Timeline and budgetary management.
Digital Marketing Assistant	Monitor social media marketing tactics, maintain corporate blogs, co-ordinate content development for blogs and online syndication. Research and build social media plans and content management.
Digital Communications Officer	Manage the implementation of communication and social media plans whilst maintaining and developing the intermediary marketing database and content management.
Community Engagement Officer	Seek out new and relevant content, formulate the content calendar, identify key bloggers and influencers. Devise bonding activity, creatively and proactively assist online users, identify and analyse issues, patterns and trends.

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# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

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## Combined qualifications available to this pathway

B1 - Level 3 Diploma in Social Media for Business (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/4967/4	City & Guilds	42	257-420	N/A
B1b	601/1209/8	Skillsfirst	42	257-420	N/A
B1c	601/0465/X	ProQual Awarding Body	42	257-420	N/A
B1d	601/7143/1	Future (Awards and Qualifications) Ltd	42	257-420	N/A
B1e	601/6755/5	Open College Network Eastern Region trading as Gateway Qualifications	42	257-420	N/A
B1f	601/6772/5	Open College Network West Midlands	42	257-420	N/A

## Relationship between competence and knowledge qualifications

Apprentices must complete the combined competence and knowledge qualification listed above.

### 11 Credits of underpinning knowledge will come from the mandatory units as follows:

- Principles of Social Media within a Business R/503/9324 - 6 credits from all learning outcomes
- Principles of Keywords and Optimisation M/503/9329 - 2 credits from learning outcomes 1,3 and 4
- Social Networking Management for a Business Y/503/9325 - 1 credit from learning outcome 2
- Using Collaborative Technologies T/502/4380 - 2 credits from learning outcomes 1,2 and 4

#### Note:

Those who have already achieved competence and/or knowledge qualifications that contribute toward APL before entry to the Apprenticeship must select options which will equip them with new skills and learning.

# 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:

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

ICT is included as it is relevant to effective performance for the apprentice.

# Progression routes into and from this pathway

## **Progression Routes into the Level 3 Advanced Apprenticeship in Social Media**

Progression onto this Advanced Apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will include having:

- achieved a Level 2 Intermediate Apprenticeship in IT application specialist, IT software, web and telecoms professional, Marketing and Business and Administration.
- achieved QCF Awards, Certificates or Diplomas.
- achieved a (14 - 19) Foundation or Higher Diploma.
- achieved GCSEs or A levels.

Learners may also progress into the Advanced Apprenticeship without prior qualifications.

Most learners progressing into the Social Media and Digital Marketing Advanced Apprenticeship may have some prior experience in this area, although this is not a formal requirement. All individuals should be judged on their own merits, experiences and capabilities.

## **Progression possibilities from the Advanced Apprenticeship in Social Media and Digital Marketing are (this list is not exhaustive):**

- The Level 4 Higher Apprenticeships in Business and Professional Administration and IT, Software, Web and Telecoms Professionals.
- Further or higher education to undertake Business, Marketing and IT related qualifications, including Level 4 Higher Qualifications, Foundation Degrees and full Degrees.
- Higher Level qualifications in Management

**UCAS points for this pathway: n/a**

## Employee rights and responsibilities

### Delivery and assessment of ERR

**The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:**

#### 1. A QCF ERR Qualification/Unit:

Any other approved unit or qualification listed in Skills CFA FAQ

#### 2. ERR Workbook:

The Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal ([elearning.instructus.org](http://elearning.instructus.org)) - the workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

### ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

## **Evidence of achievement of ERR**

If the ERR component has been achieved, please mark the relevant tick box on ACE, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

## **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.

## Level 3, Pathway 2: Digital Marketing

### Description of this pathway

Digital Marketing - Minimum 89 credits

#### This includes:

Level 3 Diploma in Digital Marketing - Minimum 74 credits

Level 2 Functional Skills:

- English - 5 credits
- Mathematics - 5 credits
- ICT - 5 credits

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

There are no entry requirements for this pathway in addition to the general framework entry requirements.



Job title(s)	Job role(s)
Search engine optimisation assistant	Developing strategy and implementation across a range of applications and activities (planning, choosing keywords etc)
Acquisition assistant	Acquiring subscribers, lead generation
Email campaign assistant	Work with the business on email marketing campaign development, mailing list management, success
Online marketing coordinator	Overseeing implementation of a campaign
Search marketing assistant	Support the management of an organisation's pay-per-click (PPC) advertising campaigns
Display marketing assistant	Supporting creative development of banner ads and media("air time") buying
Content marketing assistant	Supporting planning and creation of content
eCommerce assistant	Working on conversion rate improvement activities
Mobile marketing assistant	Identify, plan and manage mobile ad campaigns
Web site content manager	Implement, manage and update a CMS,including creating copy, video and image
Web design assistant	Create micro sites, html emails, implement and manage a CMS
Video marketing production assistant	Planning, organising, filming preparation, filming assistant (lighting, sound)

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - Level 3 Diploma in Digital Marketing (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/0110/6	City & Guilds	74	472-505	N/A
B1b	601/4333/2	AIM Awards	74	472-505	N/A
B1c	601/7138/8	Future (Awards and Qualifications) Ltd	74	472-505	N/A
B1d	601/6756/7	Open College Network Eastern Region trading as Gateway Qualifications	74	472-505	N/A

## Relationship between competence and knowledge qualifications

Apprentices must complete the combined competence and knowledge qualification listed above.

### 19 Credits of underpinning knowledge will come from the mandatory units as follows:

Unit 320 Principles of marketing and evaluation T/502/9935 - 7 credits from all learning outcomes

Unit 207 Understanding the business environment F/600/7799 - 2 credits from all learning outcomes

Unit 208 Understand legal, regulatory and ethical requirements in sales and a marketing F/502/8206 - 2 credits from all learning outcomes

Unit 304 Using collaborative technology T/502/4380 - 2 credits from learning outcomes 1, 2 and 4

Unit 322 Digital marketing metrics and analytics R/505/1585 - 4 credits from all learning outcomes

Unit 321 Develop own professionalism L/505/1584 - 2 credits from learning outcomes 1, 3 and 4

Note:

Those who have already achieved competence and/or knowledge qualifications that contribute toward APL before entry to the Apprenticeship must select options which will equip them with

new skills and learning.

# 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:

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
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\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

ICT is included as it is relevant to effective performance for the apprentice.

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# Progression routes into and from this pathway

## Progression routes into the Level 3 Advanced Apprenticeship in Digital Marketing

Progression onto this Advanced Apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will include having:

- achieved a Level 2 Intermediate Apprenticeship in IT application specialist, IT software, web and telecoms professional, Marketing and Business and Administration.
- achieved QCF Awards, Certificates or Diplomas.
- achieved a (14 - 19) Foundation or Higher Diploma.
- achieved GCSEs or A levels.

Learners may also progress into the Advanced Apprenticeship without prior qualifications.

Most learners progressing into the Social Media and Digital Marketing Advanced Apprenticeship may have some prior experience in this area, although this is not a formal requirement. All individuals should be judged on their own merits, experiences and capabilities.

## Progression possibilities from the Advanced Apprenticeship in Social Media and Digital Marketing are (this list is not exhaustive):

- The Level 4 Higher Apprenticeships in Business and Professional Administration and IT, Software, Web and Telecoms Professionals.
- Further or higher education to undertake Business, Marketing and IT related qualifications, including Level 4 Higher Qualifications, Foundation Degrees and full Degrees.
- Higher Level qualifications in Management

UCAS points for this pathway: n/a

# Employee rights and responsibilities

## Delivery and assessment of ERR

The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:

### 1. A QCF ERR Qualification/Unit:

Any other approved unit or qualification listed in Skills CFA FAQ

### 2. ERR Workbook:

The Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal ([elearning.instructus.org](http://elearning.instructus.org)) - the workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

## ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

## Evidence of achievement of ERR

If the ERR component has been achieved, please mark the relevant tick box on ACE, there is no longer a requirement to evidence ERR completion when applying for apprenticeship

certificates. However, we recommend that an internal record of ERR achievement is retained.

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

## How equality and diversity will be met

This framework will support the government's Digital Britain initiative to break down barriers for hard to reach learners and ensure equality of opportunity.

This Apprenticeship framework is designed to help new entrants into the social media and digital marketing workforce, thereby ensuring fair access for all that apply for the programme. This Apprenticeship is seen as a vital route to encourage, enhance and up skill individuals into social media and digital marketing. It offers no barriers to entry and intends to accommodate all learners regardless of gender, age, disability or ethnic origin.

The learning content required for the off-the-job learning can be delivered in a number of different learning styles to accommodate learner requirements.

It is expected that all employers and training providers comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to, and progression within the sector, using the protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

For further information please refer to

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/> .

Historically, in many sectors, employers have expected new entrants to be educated to at least degree level and, as a result, there is a large pool of untapped talent. This framework aims to support and encourage that untapped talent to enter this emerging industry sector. There are no known or apparent workforce imbalances on the basis of gender or race.

The growth of social media and digital marketing has been rapid and the majority of users are self taught, therefore there is a lack of awareness of the level of skills held by the individual.



This framework will support more formal training for this sector and broaden this workforce's knowledge and skills as this sector emerges and grows.

The diversity of the apprenticeship workforce reflects the social media and digital marketing workforce as a whole.

# On and off the job guided learning (England)

## Total GLH for each pathway

Guided Learning Hours can be attached to both the accredited and un-accredited parts of the Apprenticeship, and will include, for example, inductions, completion of the ERR workbook, reviews, training, the qualification, career discussions, Personal Learning and Thinking Skills (PLTS), Functional Skills and any other activities which help the Apprentice gather the required skills and underpinning knowledge needed within their job role.

It is recommended that a plan is developed at the outset of the Apprenticeship programme to determine how the Guided Learning Hours requirements will be met.

### **Level 3 Advanced Apprenticeship in Social Media and Digital Marketing (Social Media):**

The minimum Guided Learning Hours (GLH) for the Level 3 Social Media Advanced Apprenticeship is 488 hours. It is expected that the Apprenticeship will last a minimum of 18 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the Apprenticeship takes, the minimum 488 hours of Guided Learning must be met.

Learners aged 19 or over must also spend a minimum of 12 months on this apprenticeship unless relevant prior learning is recorded. Where this is the case the apprenticeship must not be less than 6 months.

### **Level 3 Advanced Apprenticeship in Social Media and Digital Marketing (Digital Marketing):**

The minimum Guided Learning Hours (GLH) for the Level 3 Digital Marketing Advanced Apprenticeship is 703 hours. It is expected that the Apprenticeship will last a minimum of 18 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the Apprenticeship takes, the minimum 703 hours of Guided Learning must be met.

## Minimum off-the-job guided learning hours

### Level 3 Advanced Apprenticeship in Social Media and Digital Marketing (Social Media)

The total off-the-job Guided Learning Hours for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 186 hours, made up as follows:

- 45 hours for Functional Skills (15 hours per Functional Skills)
- 85 hours (minimum) from the knowledge element of the combined qualification
- 20 hours for activities including inductions, ERR national outcomes and Personal Learning and Thinking Skills
- 36 hours of off-the-job coaching and mentoring to support the apprentice

### Level 3 Advanced Apprenticeship in Social Media and Digital Marketing (Digital Marketing)

The total off-the-job Guided Learning Hours for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 257 hours, made up as follows:

- 45 hours for Functional Skills (15 hours per Functional Skills)
- 156 hours (minimum) from the knowledge element of the combined qualification
- 20 hours for activities including inductions, ERR national outcomes and Personal Learning and Thinking Skills
- 36 hours of off-the-job coaching and mentoring to support the apprentice

## How this requirement will be met

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment

- Guided study
- Learning with peers/networked or collaborative learning
- Mentoring

### **Off-the-job Guided Learning Hours must:**

- Achieve clear and specific outcomes which contribute directly to the successful elements of the framework.
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager.
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager.
- Be delivered during contracted working hours.

### **Evidence of off-the-job Guided Learning Hours**

While evidence of Guided Learning Hours is not required to claiming the Apprenticeship Completion certificate it is recommended that an internal record is kept for auditing purposes.

### **Evidence requirements for Apprenticeship Completion certificate**

- The completion certificate for the qualification
- The completion certificates for Functional Skills or equivalents
- A copy of the completed and current Apprentice Declaration and Authorisation form uploaded to ACE (<http://acecerts.co.uk>)

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

### **Level 3 Advanced Apprenticeship in Social Media and Digital Marketing (Social Media)**

The total on-the-job Guided Learning Hours for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 302 hours, made up as follows

- 90 hours for Functional Skills (30 hours per Functional Skills)
- 172 hours (minimum) from the competence element of the combined qualification
- 40 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills

### **Level 3 Advanced Apprenticeship in Social Media and Digital Marketing (Digital Marketing)**

The total on-the-job Guided Learning Hours for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 446 hours, made up as follows

- 90 hours for Functional Skills (30 hours per Functional Skills)
- 316 hours (minimum) from the competence element of the combined qualification
- 40 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills

## How this requirement will be met

On-the-job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends being guided whilst undertaking normal activities as part of their job role, and which provide opportunities to learn, develop and practice skills.

### On-the-job Guided Learning Hours must:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework.
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager.
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager.
- Be delivered during contracted working hours.

### Evidence of on-the-job Guided Learning Hours

While evidence of Guided Learning Hours is not required to claiming the Apprenticeship Completion certificate it is recommended that an internal record is kept for auditing purposes.

### Evidence requirements for Apprenticeship Completion certificate

- The completion certificate for the qualification
- The completion certificates for Functional Skills or equivalents
- A copy of the completed and current Apprentice Declaration and Authorisation form uploaded to ACE (<http://acecerts.co.uk>)

It should be noted that the Guided Learning Hours attached to the Functional Skills and the combined qualification are split between off-the-job and on-the-job learning hours. The expectation is that apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to the qualification, supported by on-the-job learning to embed the knowledge and skills to practice its application whilst learning on-the-job.

## 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

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory and optional units of the combined qualification to demonstrate where these skills are likely to naturally occur. To view this mapping please go to City & Guilds website

<http://w>

[www.cityandguilds.com/Courses-and-Qualifications/business-skills/business-admin-and-public-services/7513-social-media-and-digital-marketing/level-3](http://www.cityandguilds.com/Courses-and-Qualifications/business-skills/business-admin-and-public-services/7513-social-media-and-digital-marketing/level-3)

A Guide for Practitioners has been developed by the Skills CFA to provide additional information on how to integrate the achievement of all 6 PLTS, which is available from the Skills CFA website ([www.skillscfa.org/apprenticeships/resources](http://www.skillscfa.org/apprenticeships/resources)).

As PLTS is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates.

However, we recommend that an internal record of PLTS achievement is retained.

## 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)