

CIM

CIM Qualifications Specification

Level 4 Qualification Specification:

CIM Level 4 Award in Marketing Impact



Contents

About CIM	3
The CIM Global Professional Marketing Framework	4
Module Aim	5
Qualification Structure	5
Module Purpose	5
Module Content	6
Credits, Total Qualification Time (TQT), Guided Learning Hours (GLH)	11
Assessment	12
Grading	12
Entry Requirements	13
Accessibility & Inclusion	13
Recognition of Prior Learning (RPL) and Exemptions	13
Membership	14
Command Verbs	15

About CIM

CIM is an Ofqual regulated provider and our qualifications are also accredited by the European Marketing Confederation. We currently have over 12,500 studying members in 118 countries and 18,000+ assessments are taken by our students every year.

Our qualifications are delivered through an international network of Accredited Study Centres, enabling you to learn in a way that suits your lifestyle - from flexible awards to full qualifications.

Each module is based on the CIM Global Professional Marketing Framework. Our unique framework is designed to help marketers meet the increasing demands that are expected of them at every stage in their career.

Over **100** years
of supporting, developing
& representing marketers

12,500+
current studying members

118
countries

18,000+
assessments taken every year

The CIM Global Professional Marketing Framework

DIRECTION: Developing capability by design for understanding & context.

CAPABILITY: Knowledge & abilities to deliver against the plan.

PROFESSIONALISM: The way we work.

IMPACT: The benefits to us, our business, the economy & society.



Module Aim

Marketing shapes perceptions, drives demand, and fosters connections, pivotal for businesses to thrive in competitive markets and engage their audiences effectively. In this module, candidates will learn about the role of marketing in the organisation and the key concepts that underpin the activities of the marketer. The candidate will explore the marketing environment, customer behaviour in the digital age, market research and the marketing planning process. This will include the marketing mix and a tactical planning framework to aid marketing effectiveness.

Qualification Structure

Qualification Sizes:

Qualification Title	Size
CIM Level 4 Award in Marketing Impact	20 Credits (200 TQT) (160 GLH)

Module Purpose

This module provides an understanding of the key concepts associated with marketing and their application to modern organisations (in any sector). It focuses on 3 key outcomes. The first relates to the role of marketing; the second unit covers writing a marketing plan and the third unit focuses on the execution and measurement of marketing activity.

Module Content

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
1. Understand the purpose and contribution of marketing to the organisation.	1.1 Assess the purpose of marketing in an organisation.	<ul style="list-style-type: none"> • Marketing as a management process • Identifying, anticipating and satisfying customer needs and wants • Value-creation • Customer-centricity • As a philosophy, culture and orientation supporting acquisition, conversion and retention • Achieving competitive advantage • Agility and flexibility of response • Drives customer value in competitive markets • Delivers change based on trends and information • Achieves competitive advantage • Opportunities for growth- ANSOFF
	1.2 Discuss the scope of marketing activities.	<ul style="list-style-type: none"> • Contribution to strategic planning • Cross-functionality working with HR, production, sales, finance • Branding and positioning • Responsible marketing and sustainability • Conducting marketing research • Customer engagement and voice • Marketing Planning • Organisational Performance • Coordinating multi-channel approaches to the market
2. Understand the factors and trends in the marketing environment and how they impact on marketing decision-making.	2.1 Describe the process and tools involved in conducting a marketing audit.	<ul style="list-style-type: none"> • Macro environmental analysis – <ul style="list-style-type: none"> ○ PESTEL • Micro environmental analysis <ul style="list-style-type: none"> ○ Customer ○ Competitor ○ Porters Five Forces ○ Suppliers ○ Intermediaries ○ Stakeholder analysis • Internal analysis <ul style="list-style-type: none"> ○ Resources ○ Competencies ○ Capacity ○ Vision, mission and values

		<ul style="list-style-type: none"> ○ Organisational type (B2B, B2c, NfP, etc)
	2.2 Appraise the sources of marketing data.	<ul style="list-style-type: none"> ● Secondary data <ul style="list-style-type: none"> ○ Internal sources <ul style="list-style-type: none"> - Sales, customer, performance ○ External sources <ul style="list-style-type: none"> - Government reports, trade and industry sources, commercial research ● Primary data <ul style="list-style-type: none"> ○ Qualitative sources <ul style="list-style-type: none"> - Interviews - Focus groups - Delphi technique ○ Quantitative sources <ul style="list-style-type: none"> - Surveys, polls and questionnaires - Controlled observations - Experiments - Mystery shopping
	2.3 Analyse data to gain insight and support effective decision-making.	<ul style="list-style-type: none"> ● Validity, accuracy and quality of data ● Data analysis <ul style="list-style-type: none"> ○ Descriptive ○ Diagnostic ○ Predictive ○ Prescriptive ● Generating actionable insights ● Data visualisation ● Insights to support marketing decisions ● SWOT Analysis ● TOWS Analysis ● Achieving competitive advantage ● Environmental Scanning
3. Recognise what influences buyer behaviour in various contexts.	3.1 Assess the importance of customer/ consumer buying behaviour.	<ul style="list-style-type: none"> ● The differing roles and behaviours in B2B and B2C buyer behaviour of consumers and organisational buyers ● Buyer Profiles and personas ● Factors influencing and shaping buying behaviour ● Bases and characteristics of segmentation ● Effective segmentation, targeting and positioning ● Building and managing relationships with customers/consumers

	<p>3.2 Appraise the influences on the consumer decision making process..</p>	<ul style="list-style-type: none"> ● Stages of the customer/consumer decision-making process ● The customer journey – online and offline ● Adoption and diffusion of innovations ● Influences on decision-making processes across different types of purchase environments <ul style="list-style-type: none"> - Psychological, - Social, - Cultural - Personal - Social media influencers
	<p>3.3 Compare different types of buying behaviour</p>	<ul style="list-style-type: none"> ● B2B, B2C, C2C, G2C, Not-for-Profit (NFP) ● Environmental, organisational, group and individual influences ● The organisation’s DMU (Decision Making Unit) ● Types of purchasing behaviours: <ul style="list-style-type: none"> ○ Impulse buying ○ Routine response ○ Limited problem-solving and extended problem-solving ○ New task ○ Straight rebuy ○ Modified rebuy
<p>4. Understand how to develop an effective marketing plan.</p>	<p>4.1 Assess relevant marketing strategies to deliver marketing objectives.</p>	<ul style="list-style-type: none"> ● SMART objectives <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Achievable ○ Realistic ○ Time-bound ● Customer segmentation <ul style="list-style-type: none"> ○ Geographic ○ Demographic ○ Psychographic ○ Behavioural ● Brand positioning ● ANSOFF growth matrix ● Planning frameworks (e.g. SOSTAC®) ● Product Portfolio (i.e. BCG)
	<p>4.2 Recommend an effective marketing mix to achieve identified marketing objectives.</p>	<ul style="list-style-type: none"> ● Product: anatomy of a product, product life cycle and new product development ● Pricing strategies and tactics ● Place strategies and channels ● Promotional strategies and the

		<p>integrated marketing communications mix</p> <ul style="list-style-type: none"> • Process, supporting the customer • People, delivering customer value • Physical evidence, tangible cues • Integrated approach to the marketing mix • Compatibility of mix within differing marketing contexts • Impact of digital technology on the mix • The need for a sustainable and responsible marketing mix • Ability to deliver competitive advantage
	<p>4.3 Outline how to develop appropriate channels and content to achieve identified marketing objectives.</p>	<ul style="list-style-type: none"> • Online and offline channels • Reach and coverage • Type and complexity of message being communicated • Cost • Potential effectiveness for meeting objectives • Channel to organisational alignment. <ul style="list-style-type: none"> ○ Previous campaigns ○ Suitability ○ Competitors • Different content types for different purposes, for example: <ul style="list-style-type: none"> ○ Awareness ○ Consideration ○ Conversion ○ Retention
<p>5. Understand how to effectively manage the implementation of and control the marketing plan.</p>	<p>5.1 Explore the key elements required for coordination and management of marketing plans.</p>	<ul style="list-style-type: none"> • Resource management • In-house vs external agencies • Working with suppliers • Performance review • Budgeting methods (i.e. all you can afford, objective task, competitor parity, marginal analysis, percentage of sale, zero-based budgeting) • Ways of working (i.e. cross functional working, outsourcing, etc.)

	<p>5.2 Recommend key metrics and methods for the measurement of marketing performance.</p>	<ul style="list-style-type: none">• Working with SMART objectives• Determining KPIs• Measurement (validity, reliability, accuracy)• Trends, patterns, issues• Working with analytics tools• Monitoring and measuring• Reporting• Continuous Improvement• Metrics<ul style="list-style-type: none">○ Actionable<ul style="list-style-type: none">- Activation rate- Customer retention rate- Conversion rate- Cost per acquisition○ Vanity<ul style="list-style-type: none">- Followers- Likes and reactions- Comments
--	--	---

Credits, Total Qualification Time (TQT), Guided Learning Hours (GLH)

The CIM Level 4 Award has been calculated as carrying 20 credits, which equates to approximately 200 hours of Total Qualification Time (TQT) and 160 Guided Learning Hours (GLH).

Credits – Each module has a credit value which indicates how many credits are awarded when a module is completed. The credit value also gives an indication of how long it will normally take to achieve a module or qualification. One credit usually equates to 10 hours of learning.

Guided learning hours (GLH) –The number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

Total Qualification Time – is the amount of time expected to take, on average, to complete the learning outcomes of a module to the standard defined by the assessment criteria and includes:

- guided learning hours
- practical and work-based learning
- assessment preparation time and
- assessment time
- supported self-study time

Assessment

The assessment method for this module is an Onscreen assessment utilising Multiple Choice Testing. Assessments are employer-driven, practitioner-based, relevant, and appropriate for business needs.

Module	Assessment Type	Availability
Marketing Impact	Onscreen Multiple-Choice Test 70 questions 120 Minutes	6x On-Demand windows (results issued after each close of On-Demand window)

Grading

Module Grading

Grading will be applied to each module as well as to the overall qualification.

Distinction	(D)	80%+
Merit	(M)	70-79%
Pass	(P)	60-69%
Fail	(F)	0-59%

The percentage mark along with the corresponding grade will be issued for each module. To achieve the total qualification each individual module needs to achieve 60% or above.

Entry Requirements

You'll need to have a minimum of one year's experience in the industry or a relevant Level 3 qualification to study the CIM Level 4 Award. Alternatively, an equivalent Level 3 Apprenticeship such as the Multi-channel Marketer or Marketing Assistant would also be accepted. CIM will consider other equivalent Marketing Apprenticeships.

If English is not your first language, you will also need to provide evidence of achieving one of the following English Language qualifications within the last two years: IELTS Academic Module with an overall score of 6.5 (each component pass mark must be 6.0 or above) or Cambridge Certificate of Advanced English grade B or above. CIM will consider other equivalent alternatives.

Accessibility & Inclusion

There may be incidents where learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Study Centres or candidates should review our Reasonable Adjustments and Special Considerations policy which is available to learners on the **MyCIM Portal** once they are registered.

Reasonable adjustments enable a candidate with additional requirements to demonstrate their knowledge, skills and understanding of the levels of attainment required by the relevant CIM qualification specification. CIM ensures its Reasonable Adjustments Policy aligns with regulatory and legal requirements.

Special Considerations enable a candidate to apply for special consideration to be considered as part of their assessment by way of marks/ percentage of marks for their assessment. The application of Special Consideration focuses on a scenario before or during the assessment that impacted the candidate's ability to perform on the day of an assessment, so they are not disadvantaged by circumstances outside of their control. CIM ensures its Special Considerations Policy aligns with regulatory and Joint Council of Qualifications (JCQ) guidelines.

Recognition of Prior Learning (RPL) and Exemptions

Further guidance on RPL and exemptions can be found in CIM Exemptions policy.

Membership

Membership with CIM is required to allow candidates to book any assessments and access support and resources. Once you have enrolled with an accredited study centre it is encouraged to join membership at the level that best suits your experience. For example, if you have three years' experience in marketing, the Associate (ACIM) level may be best suited. Check out all membership levels [here](#).

Alternatively, all students studying CIM qualifications can join at the [Affiliate Studying](#) level which allows you to book for any future assessments and access student resources such as EBSCO, Senior Examiner Reports and more.

Command Verbs

CIM Level 4 Award

Command word	Interpretation of command word
Analyse Examine a topic together with thoughts and judgements about it.	Identify components of a broad range of models and the relationship between these components. Draw out and relate implications.
Appraise Evaluate, judge or assess.	Can provide a detailed account of the subject area including key theories and models.
Argue Provide reasoned arguments for or against a point and arrive at an appropriate conclusion	Produce reasoned arguments in response to a given brief using terminology correctly.
Assess Evaluate or judge the importance of something, referring to appropriate schools of thought	Examine closely with a view to measuring a particular situation taking account of strengths and weaknesses, for and against
Collect Systematically gather a series of items over a period of time	Systematically gather a series of items over a period of time which demonstrate a knowledge of the marketing discipline
Compare and contrast Look for similarities and differences between two or more factors leading to an informed conclusion	Identify the similarities and differences between two or more factors
Create Bring something into existence for the first time	Create a range of documents relevant to marketing using a range of communication methods and approaches
Define Write the precise meaning of a word or phrase. Quote a source if possible.	Define key words and terminology relevant to marketing
Describe Give a detailed account of something	Provide a thorough description of some non-routine ideas and information and present a clear description and account of the findings
Develop Take forward or build on given information	Build on given information using a range of information and ideas
Demonstrate Explain, using examples.	Clearly explain a range of ideas, using illustrative examples to underpin concepts used.
Determine Use research to check or establish something.	Use routine professional skills, techniques, practices and/or materials relevant to marketing to identify evidence to support a course of action.
Discuss Investigate or examine by argument and debate, giving reasons for and against.	Examine closely taking account of strengths and weaknesses in an argument, offer reasons for and against.

Evaluate Make an appraisal of the worth (or not) of something, its validity, reliability, effectiveness, applicability.	Make an appraisal of the worth, effectiveness or usefulness of something.
Explain Make plain, interpret and account for, enlighten, give reasons for.	Give a detailed response (definition and explanation) as to how/why something may benefit or present a barrier.
Identify List the main points or characteristics of a given item.	Can give the name and identifying characteristics; usually used in conjunction with other command words such as identify and explain.
Illustrate Give examples to make points clear and explicit.	Use a wide variety of examples to underpin the concepts you use.
Justify Support recommendations, explanations or arguments, with valid reasons for and against.	Explain why/give reasons to support your statements.
Outline Set out main characteristics or general principles, ignoring minor details.	State the main characteristics and key points from a range of sources.
Plan Put forward a proposal for a course of action, usually to achieve a goal.	Produce a structured proposal for planned stages to achieve a goal.
Present Exhibit something to others.	Present arguments, information or ideas, which are routine to marketing, to others. Convey complex ideas in a well-structured and coherent form.
Prioritise	determine the order for dealing with according to their relative importance
Provide	Make available for use; supply
Recommend Put forward proposals, supported by a clear rationale.	Make a judgement and give some support and reason for your recommendations.
Reflect Think carefully about something, consider something, review something that has happened or has been done.	Review and/or think carefully about something in order to assess reasons for its success or failure or identify improvements that can be made.
State Present in a clear brief form.	Present new and/or abstract data and information in a clear and concise manner.
Summarise Give a concise account of the key points, omit details and examples.	Summarise information and arrange in a logical manner.