



# **CIM Qualifications Specification**

## **Level 4 Qualification Specification:**

### **CIM Level 4 Award in Social Media Marketing**



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# 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

Social media marketing involves using social media platforms to promote products, services, or brands, engaging with audiences, and driving desired actions. Its importance lies in its ability to reach a vast audience, foster brand awareness and build relationships with customers, making it an essential tool for marketers. This module provides the knowledge and skills to develop and implement successful social media marketing activities. Candidates will learn how to apply a range of social media channels and produce suitable content to enhance an organisation’s digital activities.

# Qualification Structure

## Qualification Sizes:

Qualification Title	Size
CIM Level 4 Award in Social Media Marketing	10 Credits (100 TQT) (80 GLH)

# Module Purpose

This module develops knowledge and skills to enable the implementation of effective social media activities. The module covers three key learning outcomes: the first develops an understanding of the increasing importance of social media for organisations as well as its influence on consumers, the second covers the different social media channels available for organisations to use as well as the content required to support them, the third area develops skills in creating a social media marketing plan and how to measure it.

# Module Content

LEARNING OUTCOME	ASSESSMENT CRITERIA	INDICATIVE CONTENT
<p>1. Recognise the importance of social media for organisations.</p>	<p>1.1 Assess the scope of social media marketing.</p>	<ul style="list-style-type: none"> <li>• Benefits and limitations,</li> <li>• Algorithms, organic vs. paid, uses with organisational types (e.g. B2B, B2C, C2C, etc)</li> <li>• Impact of AI technology               <ul style="list-style-type: none"> <li>○ Creation</li> <li>○ Text</li> <li>○ Content</li> <li>○ Measure</li> <li>○ Sentiment</li> </ul> </li> <li>• Enhancement of social media advertising campaigns               <ul style="list-style-type: none"> <li>○ Tools (e.g. analytics, web beacons, tracking pixels)</li> <li>○ Techniques (e.g. audience targeting, content optimisation, retargeting, influencer collaborations)</li> </ul> </li> <li>• User Generated Content (UGC)</li> <li>• Types of social media               <ul style="list-style-type: none"> <li>○ Image based</li> <li>○ Video based</li> <li>○ Decentralised</li> </ul> </li> <li>• Social media communities</li> </ul>
	<p>1.2 Explain how social media influences consumer behaviour.</p>	<ul style="list-style-type: none"> <li>• Role of social media in the customer journey</li> <li>• Positive and Negative impacts</li> <li>• Ethical considerations               <ul style="list-style-type: none"> <li>○ Fake news (authenticity and transparency)</li> <li>○ Trolling (online bullying)</li> <li>○ Discrimination (diversity and inclusion)</li> <li>○ Community engagement</li> </ul> </li> <li>• Legal considerations               <ul style="list-style-type: none"> <li>○ User data protection</li> <li>○ Privacy</li> <li>○ Safeguarding (age restrictions)</li> <li>○ Copyright</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Role of influencers (e.g. influencing behaviour, spreading fake news, etc)</li> </ul>
2. Understand the different applications of social media.	2.1 Explain social media channels in different organisational contexts.	<ul style="list-style-type: none"> <li>• Social media channels (e.g. Facebook, Threads, X, SnapChat etc)</li> <li>• Advantages and disadvantages</li> <li>• Considerations for paid vs organic within organisational types (e.g. B2B, B2C, C2C, etc)</li> </ul>
	2.2 Determine the role of content in supporting social media activities.	<ul style="list-style-type: none"> <li>• Content types for social media</li> <li>• Best practice for content production for social media (e.g. length of video, image size and composition, use of hashtags, etc)</li> <li>• Role of User Generated Content</li> <li>• Content curation vs. content creation</li> </ul>
3. Understand how to develop a social media marketing plan.	3.1 Discuss the key components of a social media plan.	<ul style="list-style-type: none"> <li>• Key stages in social media planning <ul style="list-style-type: none"> <li>○ Objective setting</li> <li>○ Creating social media personas</li> <li>○ Selecting targeting audience(s)</li> <li>○ Organic vs paid activities,</li> <li>○ Costs</li> <li>○ Selecting social media channels</li> </ul> </li> <li>• Basic copywriting techniques (e.g., hashtags, using calls to action, length of posts, etc.)</li> <li>• content planning and scheduling</li> <li>• Budgeting (ROI)</li> <li>• Paid vs Organic</li> </ul>
	3.2 Recommend metrics to measure social media activities.	<ul style="list-style-type: none"> <li>• Social media metrics <ul style="list-style-type: none"> <li>○ Vanity metrics <ul style="list-style-type: none"> <li>- Likes</li> <li>- Followers</li> <li>- Impressions</li> <li>- Page views</li> </ul> </li> <li>○ Actionable metrics <ul style="list-style-type: none"> <li>- Click through rate (CTR)</li> <li>- Engagement rate</li> <li>- Conversion rate</li> <li>- Share of Voice (SoV)</li> </ul> </li> </ul> </li> <li>• Analysis of social media channels (Social media listening)</li> <li>• Use of tracking links (i.e. modified or customised URLs, UTMs)</li> </ul>

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

The CIM Level 4 Award has been calculated as carrying 10 credits, which equates to approximately 100 hours of Total Qualification Time (TQT) and 80 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
<b>Social Media Marketing</b>	Onscreen Multiple-Choice Test 50 questions 90 Minutes	4x 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 mark needs to be 50 marks 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 candidates 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 the Reasonable Adjustments and Special Considerations policy which is available to candidates 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.

# Accreditation of Prior Learning (APL) and Exemptions

For further information on CIM's Accreditation of Prior Learning (APL) and Exemptions policy, please contact: [exemptions@cim.co.uk](mailto:exemptions@cim.co.uk)

# 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
<b>Analyse</b> 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.
<b>Appraise</b> Evaluate, judge or assess.	Can provide a detailed account of the subject area including key theories and models.
<b>Argue</b> 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.
<b>Assess</b> 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
<b>Collect</b> 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
<b>Compare and contrast</b> 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
<b>Create</b> Bring something into existence for the first time	Create a range of documents relevant to marketing using a range of communication methods and approaches
<b>Define</b> Write the precise meaning of a word or phrase. Quote a source if possible.	Define key words and terminology relevant to marketing
<b>Describe</b> 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
<b>Develop</b> Take forward or build on given information	Build on given information using a range of information and ideas
<b>Demonstrate</b> Explain, using examples.	Clearly explain a range of ideas, using illustrative examples to underpin concepts used.
<b>Determine</b> 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.

<b>Discuss</b> 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.
<b>Evaluate</b> 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.
<b>Explain</b> 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.
<b>Identify</b> 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.
<b>Illustrate</b> Give examples to make points clear and explicit.	Use a wide variety of examples to underpin the concepts you use.
<b>Justify</b> Support recommendations, explanations or arguments, with valid reasons for and against.	Explain why/give reasons to support your statements.
<b>Outline</b> Set out main characteristics or general principles, ignoring minor details.	State the main characteristics and key points from a range of sources.
<b>Plan</b> 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.
<b>Present</b> 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.
<b>Prioritise</b>	determine the order for dealing with according to their relative importance
<b>Provide</b>	Make available for use; supply
<b>Recommend</b> Put forward proposals, supported by a clear rationale.	Make a judgement and give some support and reason for your recommendations.
<b>Reflect</b> 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.
<b>State</b> 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.