

AIM Qualifications Level 4 Diploma in Marketing Communications (Advertising)



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7	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (page 7)

**AIM Qualifications Level 4 Diploma in Marketing
Communications (Advertising)
600/6698/2**

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Section 1

Qualification Overview

Section One

Qualification Overview

Introduction

Welcome to the AIM Qualification Specification. We want to make your experience of working with AIM as pleasant as possible.

AIM is a national Awarding Organisation, offering a large number of Ofqual regulated qualifications at different levels and in a wide range of subject areas. Our qualifications are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally.

We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

We are licensed by the Quality Assurance Agency (QAA) to approve and certificate Access to Higher Education Diplomas.

This Qualification Specification contains everything you need to know about this qualification/qualification suite and should be used by everyone involved with planning, delivery and assessment.

This is a live document and as such will be updated when required. Centres will be informed via email when changes are made and it is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section as appropriate and the whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.

About the Qualification

Mapped to Ofqual General Conditions of Recognition: E3.2a/E3.3b

The Diploma in Marketing Communications (Advertising) offers an alternative route to accessing highly skilled roles within advertising agencies, where traditionally entry level roles requiring Level 4 skills are filled by university graduates.

The qualification provides the vehicle for a higher level apprenticeship which will allow learners to access the key skills they require, (hands on), whilst working within an agency. This will enable employers to access and develop talent that was previously lost to them. Expanding workforce diversity is critical to support businesses in accessing the best talent. The content of this specification has been developed in partnership with employers and focuses on the skills they require. The mandatory units provide the learner with an overview of the sector and a grounding in the key areas that every employee needs to know about, such as identifying clients' needs and working with others.

The optional units provide the learner with an opportunity to find out about and specialise in the range of roles available in an advertising agency:

- **Account management** acting as the link between the client and the agency
- **Media planning/buying** placing and timing advertisements to obtain maximum impact at the best price
- **Project management** bringing together the various strands of work to deliver projects on time and on budget
- **Creative roles** providing the message that will sell the product
- **Computing** maximising the impact of advertisements using the latest technology

Qualification	
AIM Qualifications Level 4 Diploma in Marketing Communications (Advertising)	
Qualification Family	Technical
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Progression Opportunities	Learners from this qualification will normally progress into employment within the advertising sector
Operational Start Date	01-Oct-2012
Review Date	31-July-2019
Sector	9.3 Media and Communication
Qualification Number	600/6698/2
Learning Aim Reference	60066982
Credit Value	90
Guided Learning Hours (GLH)	476
Total Qualification Time (TQT)	900
Learner Age Range	18+; 19+
Rules of Combination	Learners must achieve 90 credits in total. 32 credits must be achieved from the Mandatory Units and a minimum of 58 credits must be achieved from the Optional Units, of which 22 credits must be at Level 4. A minimum of 46 credits must be achieved at Level 4 overall. Barred units apply.

Entry Guidance

Mapped to Ofqual General Conditions of Recognition: E3.2b/c

There are no specific entry requirements for this qualification.

The End of the Accreditation Period

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated.

Certification End Date

The final date that certificates can be issued for this qualification is three years from the Review Date.

AIM Qualifications Level 4 Diploma in Marketing Communications (Advertising)

31/July/2022

Resource Requirements

This qualification must be delivered in the work place; typically this will be in an advertising agency or within an organisation where the advertising function is carried out in house. You must ensure that your centre has appropriate resources in place to deliver the unit(s) in this qualification.

For Inclusion in the Higher Apprenticeship in Advertising & Marketing Communications Level 4 (Wales) (England)

Entry Guidance

The minimum qualification entry requirements for entry into this Higher Apprenticeship in Advertising and Marketing Communications are the achievement of:

- GCSE qualification in English (with enhanced functional content) at grade C or above; or
- Functional Skills qualification in English at level 2; or
- Essential Skills Wales or Key Skills Wales qualification in Communication at level 2.

and

- GCSE qualification in Mathematics (with enhanced functional content) at grade C or above; or
- Functional Skills qualification in Mathematics at level 2; or
- Essential Skills Wales or Key Skills Wales qualification in Application of Numbers at level 2.

Apart from those specified above, there are no other specific qualification requirements for entry onto this Apprenticeship; examples of achievements that may provide a useful introduction may include:

Qualification achievements

- Awards, Certificates or Diplomas at Level 3 in Media related subjects; OR
- GCSE or A Levels; OR
- an Advanced Apprenticeship in Marketing, Creative and Digital Media or other related subjects; OR
- a (14-19) Foundation or Higher Diploma, especially those which incorporate creative and digital skills development; OR
- Learning from the 14-19 Pathways; OR
- Qualifications in the Welsh Baccalaureate; OR
- Wider Key Skills; OR
- Essential Skills Wales; OR
- Provision within the Quality Assured Lifelong Learning Pillar of the CFQW.

Please note - This list is not exhaustive and other qualifications may also provide a useful grounding in the sector.

There are some direct progression and credit transfer opportunities from particular vocational qualifications, such as the Level 3 Certificate in Preparing to Work in Creative Media.

Other non-qualification achievements that may be useful include:

- a portfolio of evidence from work experience;
- non-accredited courses;
- volunteering;
- having previously worked, or are, working in the sector.

Please note that processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and Awarding Organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

Please refer to the *Higher Apprenticeship in Advertising & Marketing Communications Level 4* document issued by Creative Skillset for further details: www.creativeskillset.org.



Section 2

Structure and Content

Section Two

Structure and Content

Mapped to Ofqual General Conditions of Recognition E3.3a/b

Qualification Structure and Unit Content

Mapped to Ofqual General Conditions of Recognition: E3.2d /e/f/g/h/j

Please select the unit title to view the individual unit content and assessment guidance.

Rules of Combination for: AIM Qualifications Level 4 Diploma in Marketing Communications (Advertising)

Learners must achieve 90 credits in total. 32 credits must be achieved from the Mandatory Units (**M**) and a minimum of 58 credits must be achieved from the Optional Units (**O**), of which 22 credits must be at Level 4. A minimum of 46 credits must be achieved at Level 4 overall. Barred units apply.

Unit Reference Number	Unit Title	M/O	Level	Credit Value	GLH
L/600/9037	Awareness of Employment in the Creative Media Sector	M	Three	6	40
D/600/8510	Awareness of Health & Safety in the Creative Media Sector	M	Two	2	15
R/504/3082	Collaborative Working within Marketing Communications -Advertising	M	Four	4	30
J/504/3080	Identifying Clients' Operating Contexts, Portfolios and Current Marketing Communications - Advertising	M	Four	4	21
L/504/3078	Theories, Practice and Standards in Marketing Communications -Advertising	M	Four	7	40
L/504/3081	Understanding Clients' Needs and Priorities for Marketing Communications - Advertising	M	Four	4	17
J/504/3077	Understanding Own Marketing Communications – Advertising Employer and its Market	M	Four	5	24
L/504/3095	Buying Channel or Platform Space or Time	O	Four	3	15
T/502/8624	Communicating using Digital Marketing/Sales Channels	O	Three	4	26
Y/601/2541	Co-ordinate an Event	O	Three	4	30
T/502/4556	Database Software	O	Three	6	45

R/501/8389	Design Development, Creativity and Business Development	<u>Q</u>	Four	6	40
R/501/8392	Design Project Management for Creative Practitioners	<u>Q</u>	Four	6	40
L/601/3315	Designing and Developing a Website	<u>Q</u>	Four	15	90
T/601/3308	Designing and Developing Object-Oriented Computer Programs	<u>Q</u>	Four	15	90
T/601/3311	Designing and Developing Procedural Computer Programs	<u>Q</u>	Four	15	90
K/601/6464	Develop and Extend Critical and Creative Thinking Skills	<u>Q</u>	Three	3	18
Y/501/8393	Doing Business Globally	<u>Q</u>	Four	7	50
D/504/3084	Identifying and Understanding Target Audiences for Marketing Communications -Advertising	<u>Q</u>	Four	5	20
R/502/4614	Imaging Software	<u>Q</u>	Three	5	40
L/501/8391	Intellectual Property Management in the Design and Creative Industries	<u>Q</u>	Four	7	50
J/501/8390	Leadership and People Management in the Design and Creative Industries	<u>Q</u>	Four	6	40
R/504/6094	Manage Online Engagement	<u>Q</u>	Four	7	35
D/504/6244	Optimise Webpages for Search Engines	<u>Q</u>	Four	6	30
R/601/2540	Plan and Organise an Event	<u>Q</u>	Three	4	28
D/601/2542	Plan and Organise Meetings	<u>Q</u>	Three	5	25
F/504/3093	Planning Channel and Platform Use	<u>Q</u>	Four	4	17
D/504/3098	Presenting Marketing Communications - Advertising Solutions	<u>Q</u>	Four	3	15
M/504/3087	Producing Copy for Use in Marketing Communications - Advertising	<u>Q</u>	Four	6	30
H/504/3085	Producing Creative Marketing Communications - Advertising Concepts and Solutions for Clients	<u>Q</u>	Four	7	30
H/504/3099	Producing Visual Design for use in Marketing Communications - Advertising	<u>Q</u>	Four	7	30
T/504/3088	Quality Assuring Marketing Communications - Advertising Content	<u>Q</u>	Four	4	17
A/504/3089	Using Digital Channels, Platforms and Social Networks to Deliver Marketing Communications - Advertising	<u>Q</u>	Four	7	40
R/502/4631	Website Software	<u>Q</u>	Two	4	30

Barred Units

Designing & Developing a Website (L/601/3315) cannot be combined with:

- Website Software (R/502/4631);
- Imaging Software (R/502/4614);
- Database Software (T/502/4556).

Unit Format

Unit Title

The unit title will appear on the learner's certificate of achievement.

Unit Credit Value

When a learner achieves a unit, they gain the specified number of credits.

Unit Level

All units and qualifications have a level assigned to them. There are nine levels of achievement, from Entry to Level 8.

Unit Guided Learning Hours

The number of Tutor-led contact hours required to support learner achievement of the unit.

Ofqual Unit Reference Number

Each unit is assigned a unit code that appears with the unit title on Ofqual's Register of Regulated Qualifications.

Unit Review Date

The unit will be reviewed by this date. Any amendments will be notified to centres.

Unit Sector

This is the subject sector area of the unit.

Unit Summary

This gives a summary of what the unit aims to do. It provides a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit.

Learning Outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment Criteria

The assessment criteria specify the standard for which a learner must provide evidence in order to achieve the learning outcome. Additional guidance is available under the 'Assessment

Guidance' section of the unit if any part of the Learning Outcomes and Assessment Criteria are in bold.

Assessment Guidance

This section provides additional guidance related to the unit to support Tutors and Assessors. This section gives information about the assessment evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

Delivery Requirements

This sets out if there are any specialist resources needed for the delivery of this unit.

Evidence Requirements

This sets out if evidence of practical ability must be demonstrated and evidenced for the achievement of this unit.



Section 3

Assessment and Quality Assurance

Section 3

Assessment and Quality Assurance

Centre Staff Requirements

As an Awarding Organisation, we require that:

- **Tutors** have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:
 - Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
 - Level 3 Education and Training or above
 - Diploma or Certificate in Education
 - Bachelors or Masters Degree in Education
- **Assessors** should have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Candidate Performance using a Range of Methods
 - D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence
- **Internal Verifiers (IV)** should have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct Internal Quality Assurance of the Assessment Process
 - D34 Internally Verify the Assessment Process
- **In addition, Assessors must have substantial professional experience in the field of advertising and/or an undergraduate degree in a related discipline.**

How the Qualification is Assessed

Mapped to Ofqual General Conditions of Recognition: E3.2i

To be awarded the qualification, learners must provide evidence of achievement of all the assessment criteria for all the units specified in the rules of combination (see Section 2 for guidance on rules of combination). The assessment process is as follows:

- Suitable assessment tasks/strategies that allow learners to be able to provide evidence of achievement of the assessment criteria of the unit(s) are internally set at centres
- All assessment tasks must be scrutinised by the Internal Verifier before they are delivered to learners to ensure that they are fit for purpose

- Learners are assessed, using the IV approved assessment tasks
- The resulting assessed evidence is internally verified by an IV at the centre
- The assessed evidence is scrutinised by an AIM appointed External Verifier (EV) to ensure reliability and validity of assessment

A range of sample assessment materials are available on our website.

For more detailed guidance on working with AIM qualifications, please refer to the **Being an AIM Centre** document available on our website.

Methods of Assessment

All internally set assessment tasks should be transparent, fair, inclusive, reliable, rigorous, relevant and sufficient and allow learners to produce work that is authentic. Learners must be assessed in English in England, English or Welsh in Wales and English or Irish in Northern Ireland (unless the qualification is specifically about learning a foreign language).

Assessment tasks must allow all learners to generate evidence of their achievement of all of the unit criteria in a manner that is appropriate for the assessment criteria, type of unit and learner:

Written tasks

Where the tasks require learners to produce written work, this may be handwritten or typed. The language of the task must be based on the assessment verb(s) - please refer to [Appendix 1 - Glossary of Assessment Terms](#) for further explanation. The quality and quantity of written evidence provided will depend on the level and context of the unit.

Practical ability

You must provide evidence of the learners **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence may be assessed by direct observation of performance and must consist of at least two of the following:

- annotated photographs
- detailed witness statements
- video (with narration or written log)
- learner log/evaluation
- peer observation report

N.B Where photographs/videos are used, each individual learner must clearly be identified.

Oral question and answer

Evidence must include the questions asked as well as a transcript of the learner's exact responses. This could be written or an audio or video recording.

Group discussion

Details of the topic/task must be set and provided. Evidence of each learner achieving each assessment criteria covered by the group discussion task(s) must be provided. Evidence must include at least two of the following:

- transcript or video of learners' responses
- learner log/evaluation
- peer observation report
- detailed witness statement explaining what each learner contributed and how they behaved during the discussion(s).

Artefact/product

Where the unit requires learners to produce an artefact or physical product, the artefact or product must be provided for the Internal and External Verifier unless this is impractical (for example if the product is consumable), in which case several annotated photographs, audio or video recordings of the artefact are acceptable evidence.

Learner evidence must include:

- details of the tasks set for learners to complete, mapped against the assessment criteria of the units addressed
- a learner declaration that all work produced is their own
- summative learner generated assessment evidence - teaching materials must not be included as evidence.

Template assessment forms are available on our website.

Marking Tasks

Mapped to Ofqual General Conditions of Recognition: H5.1/H5.2/H5.3/H5.4

Once learners have completed work against the assessment tasks, the Assessor must mark the work against the assessment criteria to ensure that it is at the correct level for the unit and is sufficient, appropriate, and authentic. You must ensure that evidence generated by individual learners in an assessment is generated by that learner, i.e. that plagiarism does not occur.

Assessors must judge and mark whether each assessment criteria is either achieved or not achieved. Units are only achieved when all assessment criteria have been achieved. All reasonable steps must be taken to avoid any part of the assessment of a learner (including verification) being undertaken by any person who has a personal interest in the result of the assessment.

Recording Achievement

Assessors must make it clear to the Internal and External Verifiers where achievement of each assessment criteria has been evidenced. AIM provide Record of Learner Achievement Forms as Word documents on our website alongside each individual unit. You may use these pre-filled forms or your centre's forms, but the achievement of each assessment criteria must be clearly evidenced and mapped to the assessment criteria of the unit.

Once the work has been marked and signed off as meeting the assessment criteria by the Assessor, final feedback should be provided to the learner. The Assessor must tick the RAC to indicate which unit(s) each learner has achieved and then sign to confirm the certification (see Section 4: Operational Guidance).

The completed marked work should be presented to the Internal Verifier for sampling according to the internal verification plan. Once this process has been completed the Internal Verifier must sign the RAC.

External Verification

Once the learner work has been completed, assessed and internally verified according to the internal verification plan, it should be presented for external verification. The EV will expect to be able to look at all completed and assessed learner work that is being claimed for on the RAC(s). The EV will want to review records of assessment, IV documentation, Record of Learner Achievement Forms (or any other mapping documents), feedback to learners and any reasonable adjustments applied. The completed RACs must also be available for the EV to review. If the EV is satisfied with the standards of assessment and verification, they will approve the RACs by signing them and learners will then be certificated.

Reasonable Adjustments

Mapped to Ofqual General Conditions of Recognition H5.2

Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the learner's particular difficulty directly affects performance in the actual attributes to be assessed.

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to AIM for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier must approve and record the details of all reasonable adjustments made at the discretion of the centre and must make this available for external verification. Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our website.

Special Considerations

Special Consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance. It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations.

A **Request for Special Consideration** form (available on our website) should be completed for each learner requesting special consideration with supporting evidence, which may include medical/psychological evidence or a statement from the invigilator/verifier.

Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our website.

AIM Qualification Standardisation

Centres will be required to provide samples of assessment tasks for AIM qualification standardisation activity. Qualification standardisation is a process that promotes consistency in the understanding and application of standards and provides us with important information for our qualification review process.

It is a requirement of the Centre Agreement that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested. We will write to you to request samples if necessary.

Outcomes from qualification standardisation will be made available to those centres using that qualification.



Section 4

Operational Guidance

Section 4

Operational Guidance

Offering the Qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website (www.aim-group.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to Offer the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval request (found on the AIM website). Some qualifications require centres to have specific resources in place and/or their assessors/ internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Fees and Charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.

Registration and Certification

Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website (www.aim-group.org.uk). Details of assessment, internal verification and external verification can be found in Appendix 1 - A guide to assessing AIM qualifications of this handbook.

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

Section 5

Appendices



APPENDIX 1

GLOSSARY OF ASSESSMENT TERMS

Glossary of Assessment Terms

There are two main types of assessment: summative and formative. The key to good assessment practice is for Assessors to understand what each method contributes and to build their practice to maximise the effectiveness of each.

Assessment Criteria: descriptions by which the Assessor determines whether a learner has demonstrated achievement of the intended learning outcomes for a particular level.

Formative Assessment: designed to provide learners with feedback on progress and inform development.

Summative Assessment: provides a measure of achievement in respect of a learner's performance in relation to the intended learning outcomes. It contributes to the overall result of achieved/not achieved.

Assessment Terms

Analyse	Identify separate factors, show how they are related and how each one contributes to the whole
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	Give consideration to all the factors or events that apply and then make a careful and valued judgement as to which are the most important or relevant
Comment critically	Give a view after consideration of all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Compare/Contrast	Using the main factors that apply in two or more situations unpick the similarities and differences or advantages and disadvantages
Define	Make clear what a particular term means and give an example, if appropriate, to show what is meant
Demonstrate	Show by example
Describe	Give a clear overview that includes all the relevant features – 'painting a picture with words'

Design	Create a plan, proposal or brief to illustrate a concept or idea
Discuss	Take part in a conversation about a topic
Draw conclusions	Use the evidence provided to reach a reasoned judgement
Evaluate	Decide the degree to which a statement is true or the importance or value of something by reviewing the information.
Explain	Set out in detail the meaning of something, with reasons. More complex than describe or list, so it can help to give an example to show what is meant. Introduce the topic then give the 'how' or 'why'
Identify	Pin point or choose the right one or give a list of the main features
Illustrate	Include examples, a diagram, pictures or photographs to show what is meant
Interpret	Give the meaning of something
List	Provide the information in a list, rather than in continuous writing
Outline	Give a brief overview
Plan	Work out and decide how to carry out a task or activity
Select	Choose from a given range
State	Give a clear but brief account
Summarise	Write or articulate briefly the main points or essential features

Contact AIM



For any queries, please contact AIM:

AIM
3 Pride Point Drive
Pride Park
Derby
DE24 8BX

01332 341822

enquiries@aimawards.org.uk