

Level 4 Digital Community Manager V1.0

End-Point Assessment Specification



Who is this specification for?

This specification has been created for anyone involved in training and supporting apprentices on this standard and should be read in conjunction with AIM's policies and procedures found on www.aimgroup.org.uk/eparesources

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to [Digital community manager / Skills England](#) for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: assessment@aimgroup.org.uk

Version number	Version code	Date	Changes made
3	DCM/SP/006/V3/270426/HL	April 26	Skills England links updates Durations updated for minimum months on programme prior to gateway as per Skills England guidance.

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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department for Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be a **close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 4 Digital Community Manager End-Point Assessment
ST code	ST0345 Version: 1.0
Role profile of the apprenticeship*	Digital community managers play a key role in organisations that interact and communicate with their customers and end-user through online platforms. The broad purpose of the role is to instigate and facilitate direct communication online between the end-user or customer and the organisation. The customers who are communicating with the organisation are referred to as 'the community'. Digital community managers are often the online public face for an organisation, implementing an essential part of its communication strategy to support business objectives. They deliver information and useful ideas from the community back to their organisation and are the 'eyes and ears' of the organisation. Digital community managers are part of a team developing and implementing an overall communication strategy. Typical job titles include Community manager, Consumer experience representative and Games community manager. The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Digital community manager.
Duration	Typically 24 months training and three months EPA
Apprenticeship process	The apprentice will typically spend 24 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within three months and will be conducted by AIM's specialist end-point assessors.
Gateway*/ other requirements	Apprentices must have satisfied the following before Gateway*: - Spent at least 12 months on their apprenticeship programme (for apprentices registered prior to 01.08.25) - Spent at least 8 months on their apprenticeship programme (for apprentices registered on or after 01.08.25) - Employer confirmation that the apprentice is ready to take EPA - Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory - Submitted a portfolio of evidence and mapping grid. *Gateway is the point at which apprentices enter the end-point assessment period
Assessment methods	Assessment method one: Scenario test with a question and answer session

	▪ Assessment method two: Professional discussion, underpinned by a portfolio.															
Overall grading	Grading that is achievable for this standard: <table><tr><th>Assessment method one: Scenario Test with a question and answer session</th><th>Assessment method two: Professional discussion, underpinned by a portfolio of evidence</th><th>Overall grading</th></tr><tr><td>Fail</td><td>Any grade</td><td>Fail</td></tr><tr><td>Any grade</td><td>Fail</td><td>Fail</td></tr><tr><td>Pass</td><td>Pass</td><td>Pass</td></tr><tr><td>Pass</td><td>Distinction</td><td>Distinction</td></tr></table>	Assessment method one: Scenario Test with a question and answer session	Assessment method two: Professional discussion, underpinned by a portfolio of evidence	Overall grading	Fail	Any grade	Fail	Any grade	Fail	Fail	Pass	Pass	Pass	Pass	Distinction	Distinction
Assessment method one: Scenario Test with a question and answer session	Assessment method two: Professional discussion, underpinned by a portfolio of evidence	Overall grading														
Fail	Any grade	Fail														
Any grade	Fail	Fail														
Pass	Pass	Pass														
Pass	Distinction	Distinction														
Appeals	The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures															
Reasonable adjustments	AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures															
Results	AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.															
Preparation and support	Before Gateway, AIM will run online clinics to support the employer and apprentice. Please contact your apprenticeship coordinator for details. For the assessments, AIM will provide guidance and preparation documents.															

4. Assessment methods

Assessment method one: Scenario test, with a question and answer session

Summary of the assessment:

The apprentice will be given two scenarios in the test, previously unseen. The test will be made up of scenarios that would naturally occur in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. This is then followed by a question and answer session.

Components	Component one: Scenario Test Component two: Question and answer session
Timings/duration	Scenario 1: 55 minutes Scenario 2: 35 minutes Questioning: 15 minutes (+10% at the assessor's discretion)
Submission requirements	No pre-gateway submission requirements
Grading for this assessment method	Fail Pass
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample scenarios, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice. Please contact your Apprenticeship Coordinator for details.

Assessment method two: Professional discussion, underpinned by a portfolio of evidence

Summary of the assessment:

A structured discussion with an assessor, supported by a portfolio of evidence

Components	Component one: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Professional discussion: 60 minutes (+10% at the assessor's discretion)
Submission requirements	Portfolio of evidence is submitted at Gateway along with a portfolio mapping grid
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample scenarios, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice. Please contact your Apprenticeship Coordinator for details.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from the [Digital community manager / Skills England](#) EPA assessment plan for this standard [accessed: 28/04/2026].

Grading criteria

Assessment method one: Scenario test with a question and answer session	
PASS – apprentices must demonstrate all the pass grading criteria	
Correctly identifies the demographics of the social media platform (or platforms) and how this and their policies and best practice guidelines will impact messaging. (K3, K7, K10 & S2)	
Identifies and manages cyber security threats and protect company data and systems in line with company guidelines. (K15 & K16)	
Identifies and manages malicious or criminal activity demonstrated as set out in company and legal guidelines. (K17)	
Designs interaction with the community in a tone and style which will appeal to the particular audience or audiences identified, taking into account the platform they are on and adhering to company brand and message. (S7 & S8)	
Delivers positive communications to the community to protect the company brand and manage difficult messaging in a positive manner. (S10)	
Manages conflict within or from the community, in a positive manner, whilst adhering to company policy and standards. Identifies conflict management techniques. (K9 & S14)	
Delivers effective communication to the community via forums and online media channels. (S11 & B2)	
Responds to fast moving interaction with the community. Maintains a positive and friendly manner throughout. (S3, B3 & B6)	

Assessment method two: Professional discussion, underpinned by a portfolio of evidence	
PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must meet 4 of the 8 distinction criteria
Describes an occasion where they have used their knowledge of the company brand, policy, standards and own product, to meet a commercial objective. (K1, K2 & K8)	No distinction criteria for this descriptor
Gives an example of an asset they have created. This asset can be video, written, visual or audio, and should have been used to engage the community and support message. (S4)	No distinction criteria for this descriptor
Describes the wider industry, current topics, competitor activity and events that impact on their product and company. (K4 & B4)	Explains how they have used an emerging topic, trend or news event outside of their brand or company to improve interaction and drive community engagement. (K4 & B4)

Shows an understanding of internet forum software and content management systems and why these are used for effective community management. Evidences the use of forum software, and custom management systems to manage posts and create reports. (K5 & S6)	Analyses the merits or shortcomings of different internet forum software or content management systems. Evaluate which is most appropriate for their company or industry and suggest improvement for better outcomes. (K5 & S6)
Explains neuro linguistic programming theory and how it can be implemented in the workplace. (K11)	Explains how they used neuro linguistic programming theories in the practice of community management to resolve a complex and challenging incident and how this was shared with colleagues to increase performance. (K11)
Explains the steps to be taken to maintain personal safety online at work. (K13)	No distinction criteria for this descriptor
Describes the key concepts of digital marketing and how they have used this in the overall communication strategy of their product or brand. (K14)	Explains how they have used digital marketing concepts to improve interaction with the community and drive community engagement. (K14)
Gives an example of how they analyse and evaluate data and information to review and inform their engagement with their communities. (S15)	Evidences how their interaction has exceeded expectations of the communication strategy or business objectives. For example, exceeding targets for community interaction. (S15)
Gives an example of how they actively moderate their communities by steering conversation and responding to their requests in line with company policy and objectives. (S1 & B1)	No distinction criteria for this descriptor
Identifies online behaviour which violates forum or company policy. Shows an understanding of why such behaviour is unacceptable. Outlines techniques to moderate and escalate within their organisation as appropriate. (S13)	No distinction criteria for this descriptor
Describes standards of best practice of community management within their industry. Gives examples of their work which demonstrates these. (K12)	Evaluates best practice standards and is able to expand on how these could be improved or developed to aid positive community interaction. (K12)
Gives examples of positive interactions they have made in response to a request or information from the community. (S5)	Discusses where responses to the community have had a positive impact on engagement, how this was measured or has provided information that their company has found useful to the brand or product. (S5)
Outlines a situation or challenge whereby they have demonstrated a high degree of professionalism and reliability. (B5)	Provide examples where they have exceeded the standards of professionalism and reliability within the organization. (B5)
Gives examples of internal reports they have generated which have used data analytics and the tools available to analyse, interpret and evaluate data from the community. (K6, S9 & S12)	No distinction criteria for this descriptor

Knowledge, skills and behaviours (KSBs)

Knowledge

- K1:** Company brand, goals and commercial objectives in order to communicate effectively and appropriately with the wider community.
- K2:** Expert level of familiarity with their product and brand in order to promptly address concerns and enquiries that are often complex and non-routine.
- K3:** Social media platforms and their customer profiles, understanding that each platform caters for a different demographic of customer and that modifying communication to suit each platform can maximise the impact of the message.
- K4:** Key competitors, wider trends and 'hot topics' in the relevant industry outside of own brand.
- K5:** Internet forum software and content management systems.
- K6:** Principles of data analytics and how to report findings.
- K7:** Platform holder policies and best practice guidelines.
- K8:** Company policy and standards.
- K9:** Conflict management techniques and theories.
- K10:** Demographics and how this impacts on online behaviour and communication
- K11:** Neuro linguistic programming theory and practice
- K12:** Understanding of best practice of community management in the relevant industry
- K13:** Working safely online and understanding that interactions with the online community are on the behalf of the organisation and not personal
- K14:** Theory and practice of digital marketing, its role in overall communication strategy and how best to communicate a brand or product value
- K15:** Cyber security, how to spot potential threats and protect data and systems as per company guidelines and current data protection regulations
- K16:** Online security procedures as per company guidelines
- K17:** Basic understanding of how to identify and deal with any malicious or criminal activity as per company and legal guidelines

Skills

- S1:** Actively moderate community forums, steering and encouraging debate and conversation in line with overall communication strategy and business objectives.
- S2:** Communicate clearly, in writing, adapting the message in order to address the particular audience appropriately.
- S3:** Work autonomously as online interaction and communication is fast moving and response to the community often needs to be delivered promptly.
- S4:** Create and contribute to creation of assets for publication online including written, visual, audio or video to engage community.
- S5:** Listen, assess, engage and react appropriately to an online situation or requests from the online community.
- S6:** Use custom and internal forum software and Content Management System to manage and schedule posts and content delivery.
- S7:** Craft the tone of communications to appeal to the different audiences on different digital platforms, in keeping with company brand and message.
- S8:** Ability to deliver the organisations message and goals to the community in a manner appropriate to the community and forum.
- S9:** Analyse, interpret and evaluate the information and ideas that are raised by the online community.

S10: Deliver what the community may regard as unwelcome information about a product, such as a game release, in a positive manner, protecting brand reputation.
S11: Deliver effective written communication when messaging the online community via forums and online media channels.
S12: Use data analytics created by software packages and community tools dashboards to create reports for internal use.
S13: Identify and moderate users who violate the forum or company policy, intervening to change behaviour or issuing warnings, suspensions and bans as appropriate.
S14: Ability to manage conflict positively.
S15: Analyse and evaluate the information created by data analytics to review the effectiveness of their actions.

Behaviours

B1: Proactively stimulate and drive customer interaction with their brand.
B2: Attention to detail and a high level of accuracy.
B3: Self-motivated and comfortable working autonomously with good self-judgement in a fast paced, challenging environment.
B4: Interest in current trends and innovations in the relevant industry.
B5: Reliable with a high degree of professionalism.
B6: Maintain a positive and friendly manner.

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the Apprenticeship team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa