



# **CIM Qualifications Specification**

## **Level 4 Qualification Specification:**

### **CIM Level 4 Award in Responsible 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

Responsible marketing is growing in importance as the challenge to balance the environment with society develops. There is growing scrutiny on brands' behaviour regarding diversity, inclusion, and sustainability, leading to more discerning consumer choices. Marketing faces a growing need to understand and ensure socially responsible practices, prioritise transparency and honesty in order to build trust, and be more considerate in relation to their messaging, channels and tactics.

# Qualification Structure

## Qualification Sizes:

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

# Module Purpose

In this module candidates will explore the significance of taking an ethical and responsible approach to marketing, understand why transparency and authenticity are fast becoming a core part of marketing planning and communications and, look at the significant role marketing plays in supporting and measuring the organisational social, ethical and sustainability agendas.

# Module Content

LEARNING OUTCOME	ASSESSMENT CRITERIA	INDICATIVE CONTENT
1. Understand the impact of the marketing environment on an organisation's ethical, responsible, and sustainable decision-making.	1.1 Explain the impact of factors in the external environment (macro).	<ul style="list-style-type: none"> <li>• Macro-environmental forces               <ul style="list-style-type: none"> <li>○ Political</li> <li>○ Economic</li> <li>○ Social</li> <li>○ Technological</li> <li>○ Environmental</li> <li>○ Legal</li> </ul> </li> <li>• Sustainable Development Goals (SDGs)</li> <li>• Macro-environmental Analysis Frameworks:               <ul style="list-style-type: none"> <li>○ PESTLE</li> <li>○ PESTER</li> <li>○ SLEPT</li> <li>○ STEEPLE</li> </ul> </li> <li>• Changing macro-environmental factors shaping organisation policies and ways of working (i.e. diversity and inclusion)</li> </ul>
	1.2 Explain the impact of factors in the external micro-environment (stakeholders).	<ul style="list-style-type: none"> <li>• Customers</li> <li>• Attitudes-behaviour gap</li> <li>• Competitors</li> <li>• Partners / Suppliers sustainable and ethical agendas (i.e. environmental, social, and economic sustainability objectives and initiatives)</li> <li>• Porters 5 forces – through a responsible lens</li> <li>• Threat of New Entrants</li> <li>• Bargaining Power of Suppliers</li> <li>• Bargaining Power of Buyers</li> <li>• Threat of Substitutes</li> <li>• Rivalry Among Existing Competitors</li> <li>• Ethical labour practices</li> <li>• Ethical supply chain practices</li> <li>• ED&amp;I Equality, Diversity and Inclusivity (EDI) policies</li> <li>• Pressure groups</li> <li>• Global organisations such as:               <ul style="list-style-type: none"> <li>○ Green House Gas (GHG) Protocol</li> <li>○ Carbon Disclosure Project (CDP)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Science Based Targets initiative (SBTi)</li> <li>○ Task Force on Climate-related Financial Disclosures (TCFD)</li> </ul>
	1.3 Explain the impact of factors in the internal environment.	<ul style="list-style-type: none"> <li>● Ethical certification approval (e.g. Fair trade, Organic, Forest Stewardship Council)</li> <li>● Organisation purpose, mission, vision, goals</li> <li>● Culture change</li> <li>● Employee values and wants programmes</li> <li>● Corporate Social Responsibility (CSR)</li> <li>● Brand reputation</li> <li>● Transparency: <ul style="list-style-type: none"> <li>○ Green Claims Code</li> <li>○ Substantiation of claims</li> <li>○ Honesty</li> <li>○ Accountability</li> </ul> </li> <li>● Responsible data practices (legal requirements, privacy, security)</li> <li>● 3C's – Choice, Communication and Control (Alan Williams)</li> </ul>
2. Understand the role marketing plays in supporting an organisation's ethical, social and sustainable agendas.	2.1 Explain the purpose of marketing in a responsible business context.	<ul style="list-style-type: none"> <li>● Environment, Social and Governance (ESG)</li> <li>● Triple Bottom Line (TBL) (People, Planet, Profit, the 3 pillars of sustainability)</li> <li>● Organisational Values</li> <li>● Building trust and brand loyalty</li> <li>● Building and protecting brand reputation</li> <li>● Social Responsibility</li> <li>● Ethical and transparent practices</li> <li>● Sustainable growth</li> <li>● Purpose-driven</li> <li>● 5Ps Purpose Framework – Portfolios, People, Processes, Performance and Positions</li> </ul>
	2.2 Develop the marketing mix in the context of ethical and sustainable marketing.	<ul style="list-style-type: none"> <li>● Segmentation, targeting and positioning</li> <li>● Marketing Mix</li> <li>● Adopting responsible and sustainable marketing practices within the marketing mix including, but not limited to: <ul style="list-style-type: none"> <li>● Ethical sourcing</li> <li>● Fair trade practices</li> <li>● Community engagement</li> <li>● Employee wellbeing</li> </ul> </li> <li>● Life Cycle View (LCV)</li> </ul>

		<ul style="list-style-type: none"> <li>• Life Cycle Assessment (LCA)</li> <li>• Transparency and authenticity</li> <li>• Social responsibility</li> </ul>
3. Understand how the marketing mix can be adapted to meet both societal and commercial objectives.	3.1 Explain how an adapted marketing mix can achieve ethical, societal and sustainable goals.	<ul style="list-style-type: none"> <li>• Looking beyond features and benefits, products, and services</li> <li>• Responsible messaging and channel choices</li> <li>• Sources and methods required to develop insights into issues</li> <li>• Life cycle approach</li> <li>• Responsible consumption</li> <li>• Circular economy</li> <li>• Social marketing</li> <li>• Cause marketing</li> <li>• Inclusive marketing</li> <li>• Content marketing</li> <li>• Social media marketing</li> </ul>
	3.2 Explain how responsible marketing practices can support the achievement of commercial objectives.	<ul style="list-style-type: none"> <li>• Customer engagement</li> <li>• Awareness of broader societal challenges</li> <li>• Mapping the customer journey through a responsible lens</li> <li>• Lifetime Value</li> <li>• Challenges and opportunities to drive awareness, educate and inform</li> <li>• Ladder of loyalty through a responsible lens</li> <li>• Grow brand trust</li> <li>• Regulatory compliance</li> <li>• Protect customer data</li> </ul>
	3.3 Assess methods for measuring responsible marketing (social, ethical, sustainable).	<ul style="list-style-type: none"> <li>• Validation of sources and methods <ul style="list-style-type: none"> <li>○ Trends</li> <li>○ Patterns</li> <li>○ Issues</li> </ul> </li> <li>• Quantitative and qualitative data sources including, but not limited to: <ul style="list-style-type: none"> <li>○ Social Media Analytics</li> <li>○ Customer Relationship Management (CRM) Software</li> <li>○ Surveys and Focus Groups</li> <li>○ Benchmarking</li> </ul> </li> <li>• Areas for measurement including, but not limited to:</li> </ul>



		<ul style="list-style-type: none"> <li>○ Customer satisfaction</li> <li>○ Brand reputation</li> <li>○ Employee engagement</li> <li>○ Environmental impact</li> <li>○ Financial performance</li> <li>○ Community building</li> </ul>
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# 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
- 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
Responsible Marketing	Onscreen Multiple-Choice Test 45 questions 90 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 will 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.

## 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, sample tests and more.

## Progression Opportunities

All of our level 4 qualifications will be undertaken by learners who have the module integrated into their degree, or they will be working within the marketing industry, probably at a Marketing Assistant level. As such, we stipulate that the level 4 qualifications are designed to support with routes to employment as a Marketing Executive or support development in their role. Alternatively, it supports progression onto a Level 6 programme or module.

# 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>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>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.
<b>Summarise</b> Give a concise account of the key points, omit details and examples.	Summarise information and arrange in a logical manner.