

# Apprentice Commitment Charter

Setting clear expectations for success  
throughout your apprenticeship journey

Marketing Manager Level 6 with  
CIM Certificate Level 6 in Professional  
and Digital Marketing





# Welcome to the Marketing Manager Level 6

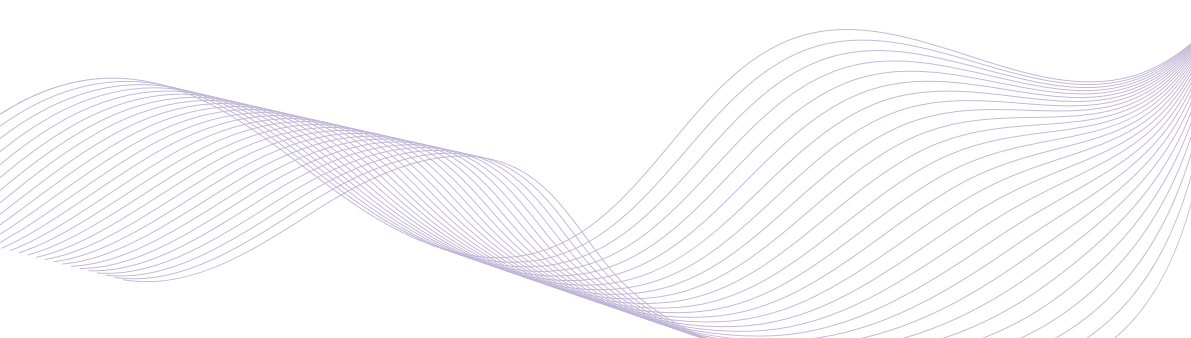
**Welcome to the Marketing Manager Level 6 Apprenticeship at Kent Business College. We are delighted to have you on board and look forward to supporting you throughout this important stage of your professional journey.**

You are about to begin a programme that is designed not only to build your knowledge of marketing, but to develop you into a confident, capable, and commercially aware marketing professional. This apprenticeship combines practical workplace experience with structured learning, enabling you to apply what you learn directly within your role from day one.

The Marketing Manager Level 6 Apprenticeship is designed for individuals who want to develop the strategic, analytical, and leadership skills needed to manage marketing activity at a senior level. The programme prepares apprentices to shape marketing strategies, lead campaigns, strengthen brand presence, and support business growth across a wide range of industries.

Marketing Managers play a vital role in helping organisations understand their customers, respond to market trends, and create campaigns that connect with target audiences. This apprenticeship supports learners in becoming confident marketing professionals who can make data-led decisions, manage resources effectively, and deliver measurable results.

This programme helps apprentices understand how marketing contributes to wider organisational goals. Learners will explore how to use consumer insights, competitor analysis, market trends, and campaign data to build effective marketing strategies that support long-term business success.





# British Values in Your Apprenticeship

As an apprentice at Kent Business College, you are developing not only your professional skills, but also the behaviours and attitudes expected in the workplace and wider society. An important part of this is understanding and demonstrating British Values in your learning and day-to-day work.

The core British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

## Democracy

Your voice matters. You are encouraged to share your ideas, give feedback, and take part in discussions during your sessions, coaching meetings, and progress reviews. This helps shape your learning experience and improve the programme for others.

## The Rule of Law

You are expected to follow workplace rules, college policies, and professional standards. This includes areas such as health and safety, data protection, and ethical behaviour. Understanding these helps you become a responsible and trusted professional.

## Individual Liberty

You are supported to take ownership of your development. This means setting goals, asking for support when needed, and making informed choices about your learning and career progression. You should feel confident to express your views in a respectful way.



## Mutual Respect

Treat others as you would expect to be treated. This includes your colleagues, managers, tutors, and fellow apprentices. Being polite, professional, and supportive helps create a positive working and learning environment.

## Tolerance of Different Faiths and Beliefs

You will work with people from a wide range of backgrounds. It is important to respect and value different perspectives, cultures, and beliefs. Everyone should feel safe, included, and supported.

Your responsibilities as an apprentice

As part of your apprenticeship, you are expected to:

- Act in a professional and respectful manner at all times
- Follow your employer's policies and procedures
- Engage positively in learning activities and discussions
- Be open to different viewpoints and experiences
- Report any concerns, including inappropriate behaviour, bullying, or discrimination
- Support and guidance

If you ever feel unsure, uncomfortable, or need support, you should speak to your coach, tutor, or line manager. We are here to support you throughout your journey.

**At Kent Business College**, we embed British Values throughout your learning experience , in teaching sessions, coaching, progress reviews, and safeguarding practices. Our aim is to help you become not only competent in your role, but also confident, ethical, and respectful in your career.

By embracing these values, you will be well prepared for success in the workplace and as a member of modern British society .





# Safeguarding and Learner Wellbeing

Kent Business College is committed to safeguarding and promoting the welfare, safety and wellbeing of all apprentices throughout their learning journey. Safeguarding is embedded within our Apprentice Charter and Partnership Agreement and forms a central part of how we deliver high quality apprenticeships and CIM qualifications.

We recognise that apprentices learn both with Kent Business College and within their workplace. For this reason, we work closely with apprentices, employers, line managers, coaches and tutors to create a safe, respectful and inclusive learning environment.

Every partner involved in the apprenticeship is expected to help protect learners from harm, abuse, neglect, bullying, harassment, discrimination, exploitation, radicalisation and any behaviour that may affect their welfare or progress.

Our approach is proactive, supportive and learner centred. Apprentices are encouraged to speak openly about any concerns affecting their safety, wellbeing, learning or workplace experience. Staff are trained to recognise safeguarding concerns, respond appropriately, record information securely and escalate concerns to the Designated Safeguarding Lead when required.



Safeguarding is reinforced through induction, progress reviews, coaching conversations, employer engagement, learner voice, British Values, Prevent awareness, online safety and equality, diversity and inclusion. These activities help apprentices understand how to keep themselves and others safe in learning, work and wider society.

Employers play an important role in supporting a safe apprenticeship experience. Kent Business College expects employers to provide a safe workplace, identify appropriate support contacts, raise concerns promptly and work in partnership with the College where additional support is needed.

Our aim is to ensure that every apprentice feels safe, valued, respected and confident to succeed. Through strong safeguarding practice, Kent Business College supports apprentices not only to achieve their qualification, but also to grow professionally and personally within a positive and inclusive learning community.

# About Kent Business College



# 1 Background of Kent Business College

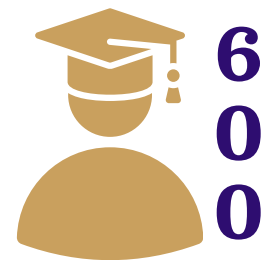
Every professional journey begins somewhere, and for many learners in marketing across the United Kingdom, that journey begins with Kent Business College. Established in 2016, Kent Business College was founded with a clear and purposeful vision. At a time when the relationship between education and industry was often disconnected, the College set out to create something different.



The aim was not simply to deliver qualifications, but to build a learning experience that genuinely reflects the realities of the modern workplace. From the very beginning, the focus has been on bridging the gap between academic understanding and practical application, ensuring that every learner develops skills that can be used immediately and confidently within their role.

Over the years, this vision has steadily grown into a recognised and respected presence within the apprenticeship sector. Kent Business College is now considered one of the leading providers of the Marketing Executive Level 4 and Marketing Manager Level 6 apprenticeships. This reputation has not been achieved by chance. It has been built through consistent commitment to quality, strong employer partnerships, and a deep understanding of what learners need to succeed in today's competitive marketing landscape.

At the heart of this success is a growing and diverse learner community. Currently, around six hundred learners are enrolled on apprenticeship programmes with the College. Each of these individuals brings a unique background, a different level of experience, and their own career ambitions. Some are just beginning their journey in marketing, exploring the foundations of the profession. Others are experienced professionals, stepping into leadership roles and seeking to refine their strategic thinking. What unites them all is a shared commitment to growth and a desire to make a meaningful impact in their organisations.



Kent Business College has developed its programmes with careful attention to the expectations of employers, the standards set by the Department for Education, and the quality benchmarks required to achieve the highest levels of inspection outcomes. The College operates with a clear ambition to deliver an exceptional standard of education, one that aligns with what is recognised as outstanding practice. This means that learners are not only supported to complete their programme successfully, but are guided to excel, to challenge themselves, and to produce work that demonstrates real professional capability.

A defining characteristic of the College is its strong connection to industry. Learning here is never isolated from the real world. Employers are actively involved in shaping the learning experience, contributing to programme design, participating in progress reviews, and ensuring that the skills developed are relevant, current, and valuable. This close collaboration ensures that learners are always working towards outcomes that matter, both to their own career progression and to the organisations they represent.



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Since its establishment, Kent Business College has continued to evolve, adapting to changes in the marketing profession, embracing new technologies, and enhancing the ways in which learning is delivered. Despite this growth, the original vision remains unchanged. The College continues to focus on developing capable, confident, and forward-thinking marketing professionals who are ready to contribute at a high level within their organisations.

As you begin your journey here, you are becoming part of that story. You are joining a community that has been carefully built over time, shaped by the experiences of those who came before you, and driven by a shared ambition to achieve excellence.

## 2 Background of Kent Business College

When you begin an apprenticeship, you are stepping into a model of learning that is very different from traditional education. It is not based on separating study from work. Instead, it brings them together in a way that allows you to develop as a professional while actively contributing to your organisation.

An apprenticeship is, at its core, a structured programme where learning takes place through real experience. You are employed, you have responsibilities, and you are part of a team. At the same time, you are supported through guided learning, coaching, and assessment to ensure that your development is intentional and aligned with recognised professional standards.

What makes this approach powerful is that your learning is immediately relevant. When you explore a concept such as customer segmentation or campaign planning, you are not learning it in isolation. You are applying it to real customers, real campaigns, and real business challenges. This creates a deeper level of understanding and ensures that your progress is not only academic but practical and measurable.





A key part of this structure is what is known as off the job learning. This refers to the time you spend developing your knowledge, skills, and behaviours outside of your normal day to day tasks. It does not necessarily mean that you are physically away from work. Instead, it means that you are engaged in activities that are focused on learning rather than routine responsibilities.

## Off-the-Job Learning

For a Marketing Manager Level 6 apprentice, off the job learning can take many forms. It may include :

Learning by Presenting



Workshops



2 Hours Weekly Interactive Online Sessions



Job Shadowing



LMS Activities



Online Workshops



It can also include activities such as analysing a recent campaign, researching market trends, or developing a strategy proposal, provided these activities are clearly linked to your development rather than your usual role.

This element of the apprenticeship is essential because it ensures that your growth is continuous and intentional. It is also a requirement set by the Department for Education, reflecting the importance of dedicating time to learning alongside working.

## Gateway and End Point Assessment

As you progress through your programme, your journey will move towards **key milestones known :**

- Gateway
- End Point Assessment.

These are important stages that mark your readiness to demonstrate your professional competence.

The Gateway is a formal point in your apprenticeship where it is confirmed that you have developed the required **knowledge, skills, and behaviours** to move forward to final assessment. This decision is made collaboratively between you, your employer, and your training provider. It is based on :

- evidence of your progress, the completion of your learning activities,
- your overall readiness to perform at the expected standard of a Marketing Executive



Reaching Gateway is a significant achievement. It reflects that you have successfully navigated the learning phase of your apprenticeship and are prepared to demonstrate your capability in a more formal and independent way

Following Gateway, you will enter the End Point Assessment, often referred to as the EPA.

This is the final stage of your apprenticeship and is:

- conducted by an independent assessment organisation to ensure fairness and consistency.
- The purpose of the EPA is to assess whether you can perform effectively in your role, using the knowledge, skills, and behaviours you have developed throughout the programme.

This is not simply an academic test. It is an opportunity to show how you think, how you solve problems, and how you contribute to your organisation as a marketing professional. It is a reflection of your journey, bringing together everything you have learned and applied.

Throughout your apprenticeship, the activities you engage in are carefully designed to prepare you for this final stage. As a Marketing Manager, you will be involved :

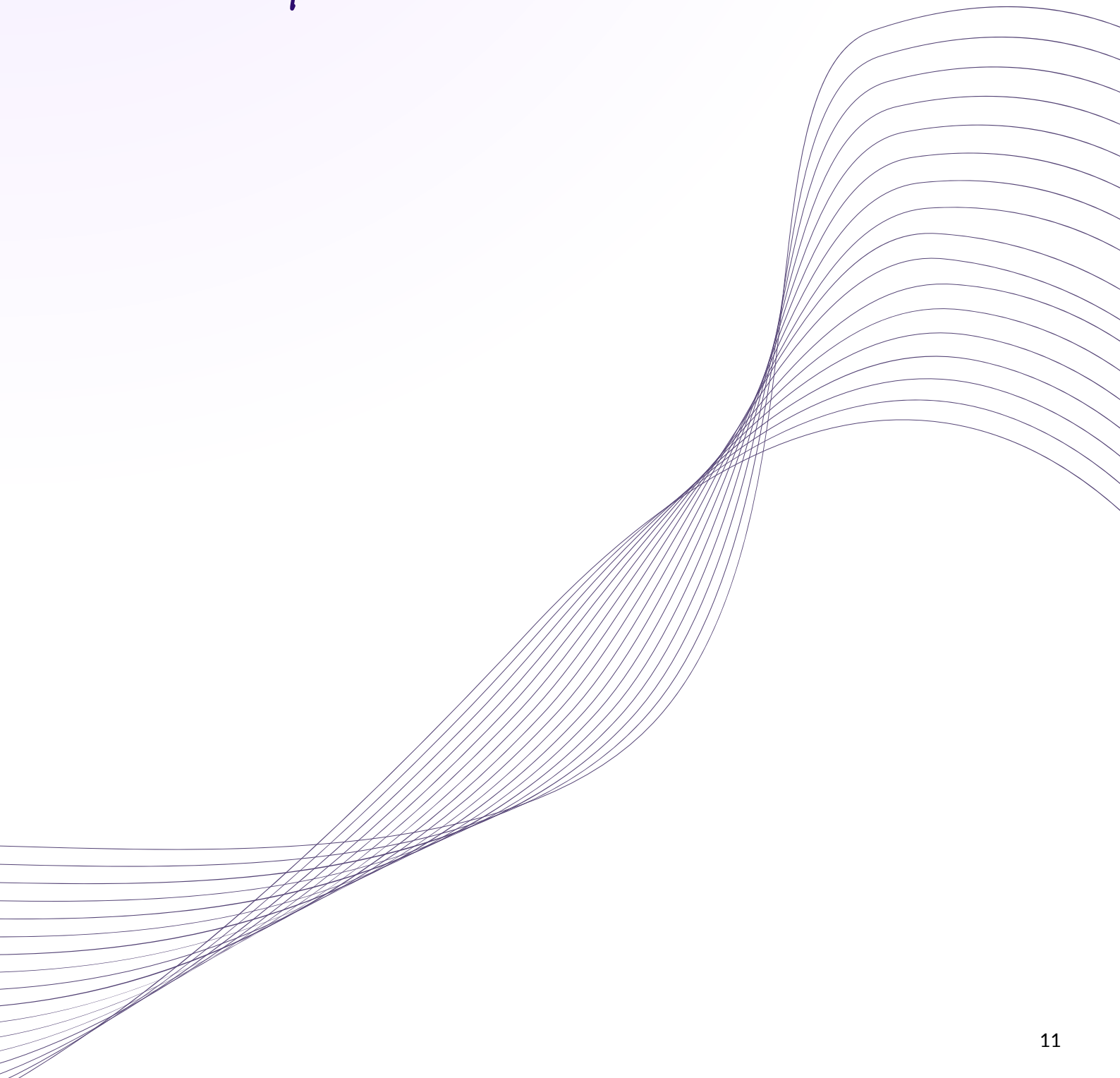
- wide range of practical tasks.
- support the planning and delivery of marketing campaigns and strategies
- contribute to social media content, analyse performance data
- assist in understanding customer behaviour.
- develop an awareness of branding, communication strategies, and digital tools,
- gaining confidence in your ability to operate within a professional environment.

Over time, these activities will become more than just tasks. They will become evidence of your growth. Each piece of work, each reflection, and each discussion contributes to building a picture of your development as a capable and confident marketing professional.

By the time you reach the end of your apprenticeship, you will not only have gained a qualification. You will have built experience, demonstrated impact, and developed a professional identity that prepares you for the next stage of your career.



# Safeguarding, Prevent, and Inclusion





## 3 Safeguarding, Prevent, and Inclusion

At Kent Business College, our responsibility as an apprenticeship provider extends beyond delivering high quality teaching and learning. We are committed to creating an environment where every learner feels safe, supported, respected, and able to succeed. This commitment is fully aligned with the expectations of the Department for Education and reflects the standards associated with outstanding provision as recognised by Ofsted.

Safeguarding is a fundamental priority within the College. It underpins everything we do and is embedded into our daily practice rather than treated as a standalone requirement. We recognise that learners can only achieve their full potential when they feel secure and confident in their environment. For this reason, we maintain clear, responsive, and accessible safeguarding processes to ensure that any concern is identified and addressed promptly.

If at any point you have a concern, whether it relates to your personal wellbeing, your workplace, or any aspect of your experience, you are encouraged to reach out. You can do this by sending an email directly to the safeguarding team or by using the safeguarding dashboard available to you. These channels are designed to be simple, confidential, and responsive, ensuring that you feel comfortable raising concerns at any time. It is important to understand that safeguarding is not limited to serious incidents. It includes any situation where you feel unsafe, uncomfortable, or unsure, and early communication is always encouraged.

Alongside safeguarding, we actively promote the Prevent duty, supporting learners in developing awareness of risks associated with radicalisation and extremism. Our approach is educational and supportive, encouraging open discussion, critical thinking, and respect for different perspectives. As future marketing professionals, learners are in a position to influence communication and public perception, and it is essential that this influence is exercised responsibly and ethically.

Inclusion is equally central to our approach. At Kent Business College, we believe that diversity strengthens learning and enhances professional development. Every learner joins us with a unique background, set of experiences, and personal circumstances. Our role is to ensure that each individual is given the opportunity to succeed, regardless of these differences.



As part of our commitment to learner wellbeing, we carry out bi monthly wellbeing assessments. These are designed to provide a safe and structured opportunity for you to reflect on how you are feeling, both personally and professionally. The purpose is not to monitor, but to support. Through these check ins, we are able to identify early signs of stress, pressure, or disengagement, and respond with tailored advice and appropriate interventions. This may include additional one to one support, adjustments to your learning plan, or signposting to specialist services where needed. Our aim is to ensure that your wellbeing is actively supported throughout your apprenticeship, not only when concerns are raised.

We also recognise that learners may have different learning needs and may require additional support to achieve their full potential. Kent Business College has a structured approach to supporting learners with Special Educational Needs and Disabilities. This includes, but is not limited to, conditions such as dyslexia, dyspraxia, attention deficit conditions, autism spectrum conditions, anxiety related challenges, or physical health needs that may impact learning.

For learners who require it, we develop personalised support plans. These plans are created in collaboration with the learner and are designed to remove barriers to learning while maintaining high expectations. Interventions may include providing additional time for assignments, offering alternative formats for learning materials, adjusting the pace of delivery, or providing more frequent coaching sessions. In some cases, we may also support the use of assistive technologies or recommend specific strategies to improve focus, organisation, and confidence.

At Kent Business College, we recognise that every learner is different. Our role is not to change that, but to support it.

Our approach to inclusion goes beyond individual support plans. It is embedded within our overall strategy and delivery. We actively design our programmes to accommodate differences rather than expect learners to adapt to a single method of learning. This means offering flexibility in how learning is accessed, ensuring that teaching is clear and structured, and creating an environment where questions are encouraged and different perspectives are valued

We also work closely with employers to ensure that the workplace environment supports inclusion. This may involve providing guidance to line managers, suggesting reasonable adjustments, or facilitating conversations to ensure that the learner's needs are understood and supported within their role.

Where challenges arise, we implement targeted interventions. These are timely, structured, and focused on achieving positive outcomes. Interventions may include additional academic support, wellbeing check ins, employer engagement, or adjustments to the learning plan. Progress is then monitored closely to ensure that the support provided is effective and that the learner is able to continue progressing with confidence

This integrated approach ensures that safeguarding, Prevent, and inclusion are not treated as separate areas, but as part of a wider culture of care, responsibility, and professionalism. It reflects our commitment to delivering an outstanding learner experience where every individual is supported to succeed.



## Safeguarding as a Deeply Embedded Culture

Safeguarding is **deeply embedded across all aspects of the programme** and is actively reinforced through teaching, coaching, and learner interactions.



It is not treated as a standalone topic, but as an integral part of the learning environment. Learners are encouraged to feel safe, supported, and confident in raising concerns at any time. Safeguarding principles are integrated into sessions, discussions, and support systems, ensuring that awareness is maintained and that learners understand how to protect themselves and others. The safeguarding team, led by designated safeguarding leads, ensures that all concerns are handled promptly, professionally, and confidentially. This creates a culture of trust and openness, where wellbeing is prioritised alongside academic success.

## Safeguarding Support and Contacts

Your safety and wellbeing are our highest priority. If you have any concern at any time, you should report it immediately. You do not need to wait or be certain. It is always better to raise a concern early.

### Designated Safeguarding Leads

- Professor Yousef Sultan [Yousef.Sultan@Kentbusinesscollege.com](mailto:Yousef.Sultan@Kentbusinesscollege.com)
- Tina Wright [Tina.Wright@kentbusinesscollege.com](mailto:Tina.Wright@kentbusinesscollege.com)

### How to report a concern

You can report a safeguarding or wellbeing concern through any of the following:

- Email the safeguarding team directly
- Use the safeguarding dashboard available to you
- Speak to your coach, who will escalate the concern immediately

All concerns are treated confidentially, sensitively, and with urgency. You will be supported throughout the process.



### When to report

You should report if you:

- Feel unsafe at work or during your learning
- Experience bullying, harassment, or discrimination
- Have concerns about your mental or physical wellbeing
- Notice concerning behaviour affecting yourself or others

You are never expected to manage concerns on your own. Support is always available.



## Safeguarding Support and External Helplines

Your safety and wellbeing are our highest priority. While Kent Business College provides full safeguarding support, you can also access independent and confidential help at any time.

If you feel unsafe, at risk, or need urgent support, you should contact one of the following services:



### Emergency Services

- Call 999 if you are in immediate danger



### Non-Emergency Police

- Call 101 for non-urgent police support



### NHS Support

- Call 111 for urgent medical or mental health advice



### Samaritans (Emotional Support)

- Call 116 123 (free, 24 hours)
- Confidential support for anyone experiencing distress or emotional difficulty



### NSPCC Helpline

- Call 0808 800 5000
- For concerns about safety or wellbeing (for yourself or others)



### Shout (Mental Health Text Support)

- Text SHOUT to 85258
- Free, confidential text support 24 hours a day



### National Domestic Abuse Helpline

- Call 0808 2000 247
- Available 24 hours for anyone experiencing domestic abuse

## When to Use External Support

You can contact these services if:

- You feel unsafe or at risk
- You need immediate support outside working hours
- You prefer to speak to someone independent
- You require urgent mental health or emotional support

You are encouraged to also inform the safeguarding team at Kent Business College so we can support you appropriately.

your journey at Kent  
Business College in  
Marketing Manager  
level 6



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# 4 The Dual Programme Approach

As you continue your journey at Kent Business College, you will begin to recognise that this is not a traditional learning experience. One of the most distinctive and valuable aspects of your programme is the dual approach, where your apprenticeship is carefully integrated with a globally recognised professional qualification.

At the centre of your journey is the Marketing Manager Level 6 Apprenticeship. This is the framework set by the Department for Education, designed to develop you into a confident, strategic and commercially aware marketing manager through real work based learning. Alongside this, you will also be working towards the CIM Level 6 Diploma in Professional & Digital Marketing, a respected professional qualification designed for marketing managers who want to advance their strategic marketing and management skills. CIM confirms that the Level 6 Diploma is ideal for marketing managers and is built to support advanced strategic and management capability.

Rather than treating these as two separate programmes, Kent Business College has designed them to work in harmony. Each stage of your apprenticeship is aligned with elements of the CIM qualification, ensuring that your learning feels connected, purposeful and progressive. This means that you are not only building evidence for your apprenticeship, but also developing professional knowledge that supports your long term career progression in marketing leadership.



The Chartered  
Institute of Marketing

Your journey begins with Strategy and Planning. This module is designed to build your ability to think strategically, analyse the market environment, understand organisational objectives, and plan marketing activity that supports business growth. At this stage, the focus is on developing the confidence to make informed marketing decisions and to connect your learning directly to your role and workplace responsibilities.

As you progress, you will move into more advanced areas such as Commercial Intelligence, Customer Journey Optimisation and AI Marketing. These areas help you understand how data, customer insight, technology and commercial awareness can improve marketing performance. CIM identifies Commercial Intelligence as supporting strategic commercial decisions and ROI, Customer Journey Optimisation as using data led approaches to improve customer experiences, and AI Marketing as developing understanding of how AI can be applied within marketing strategy.





Throughout the programme, your learning becomes more applied and visible in the workplace. You will explore how marketing managers lead campaigns, manage stakeholders, evaluate performance, optimise customer journeys, strengthen brand positioning and make recommendations based on evidence. This helps you become more effective in your current role while also preparing you for future progression into senior marketing and leadership positions.

By combining the apprenticeship with CIM learning, the programme gives you a powerful and balanced pathway. You gain practical experience, professional recognition and the confidence to contribute to real marketing decisions within your organisation. By the end of the journey, you should be able to lead marketing activity with greater strategic awareness, use data to support decisions, and demonstrate clear value to your employer.



This dual achievement is a strong foundation for your future career. For many learners, it opens the door to progression onto the Marketing Manager Level 6 apprenticeship, where you can continue your development at a more strategic level.

This progression is also aligned with the CIM Level 6 in Professional and Digital Marketing, allowing you to build on your existing knowledge and move towards leadership roles within the profession.

It is important to understand how your Marketing Manager Level 6 programme is funded. The apprenticeship is supported through Department for Education apprenticeship funding, which covers the cost of your Level 6 apprenticeship training, subject to eligibility and funding rules. Alongside this, Kent Business College further supports your professional development by funding your CIM Level 6 qualification, including membership and examination costs. This approach reflects our commitment to offering a high quality, career focused learning experience that combines academic development, professional recognition and practical workplace impact.



As part of this arrangement, there is an expectation of commitment. Should you choose to withdraw from the programme before completion, you would be required to repay the costs that have already been incurred in relation to your CIM membership and examinations. These costs are based on the pricing set by the Chartered Institute of Marketing at the time and reflect the investment that has been made in your development.

The dual programme approach is designed to give you more than a qualification. It is designed to give you a competitive advantage, combining practical experience, academic knowledge, and professional recognition into one coherent and meaningful journey.



# 5 Learner Journey: Modules and time frame

Every apprenticeship tells a story, and your journey through the Marketing Manager Level 6 programme has been carefully designed to develop you from a capable marketing practitioner into a confident, strategic and commercially aware marketing manager. Rather than overwhelming you with everything at once, the programme is structured into clear stages, each one building your knowledge, skills, behaviours and professional identity step by step.

Your journey begins with the soft start in your first month. This is a settling in period that gives you time to understand the programme, the apprenticeship expectations, the learning platform, evidence requirements and how your progress will be measured. You will meet your coach, clarify expectations with your employer, and begin to understand how your role connects with the Marketing Manager standard.

From the second month, your focus moves into Strategy and Planning. This stage builds your ability to think strategically, analyse the marketing environment and connect marketing activity to organisational goals. You will explore how marketing supports business success, how organisations analyse their markets, and how strategic frameworks can be used to create structured marketing plans. At this stage, your workplace activity begins to carry greater strategic meaning, as you start linking your decisions to business growth, customer value and long term impact.

As you progress, you will move into Customer Journey Optimisation. Here, your learning focuses on understanding the customer experience across different touchpoints. You will explore customer journey mapping, customer engagement, touchpoint improvement, feedback, data led decision making and multi channel experience design. This stage helps you think more deeply about how customers interact with your organisation and how marketing can improve satisfaction, loyalty and trust.

Following this, you transition into Commercial Intelligence. This module strengthens your ability to use data, insight and financial awareness to make better marketing decisions. You will learn how to interpret performance metrics, evaluate campaign effectiveness, understand return on investment, customer acquisition cost and customer lifetime value, and communicate insights clearly to stakeholders. By this point, you are expected to think more like a marketing leader, using evidence to justify recommendations and improve business performance.

In the final learning stage, you will explore AI in Marketing. This module introduces how artificial intelligence can support personalisation, automation, customer insight, campaign optimisation and content development. You will consider how AI tools can improve efficiency and decision making, while also thinking responsibly about ethical, practical and commercially appropriate use. This stage prepares you to respond confidently to the changing digital marketing landscape and identify opportunities for innovation within your role

After completing your learning modules, you will reach Gateway. This is a formal milestone where it is confirmed that you are ready to move into the final stage of your apprenticeship. Gateway is not simply about completing tasks. It is about demonstrating that you have developed the strategic knowledge, practical skills and professional behaviours required to perform effectively as a Marketing Manager. From there, you move into End Point Assessment, where you demonstrate your ability to apply your learning through the Project Showcase and Professional Discussion.



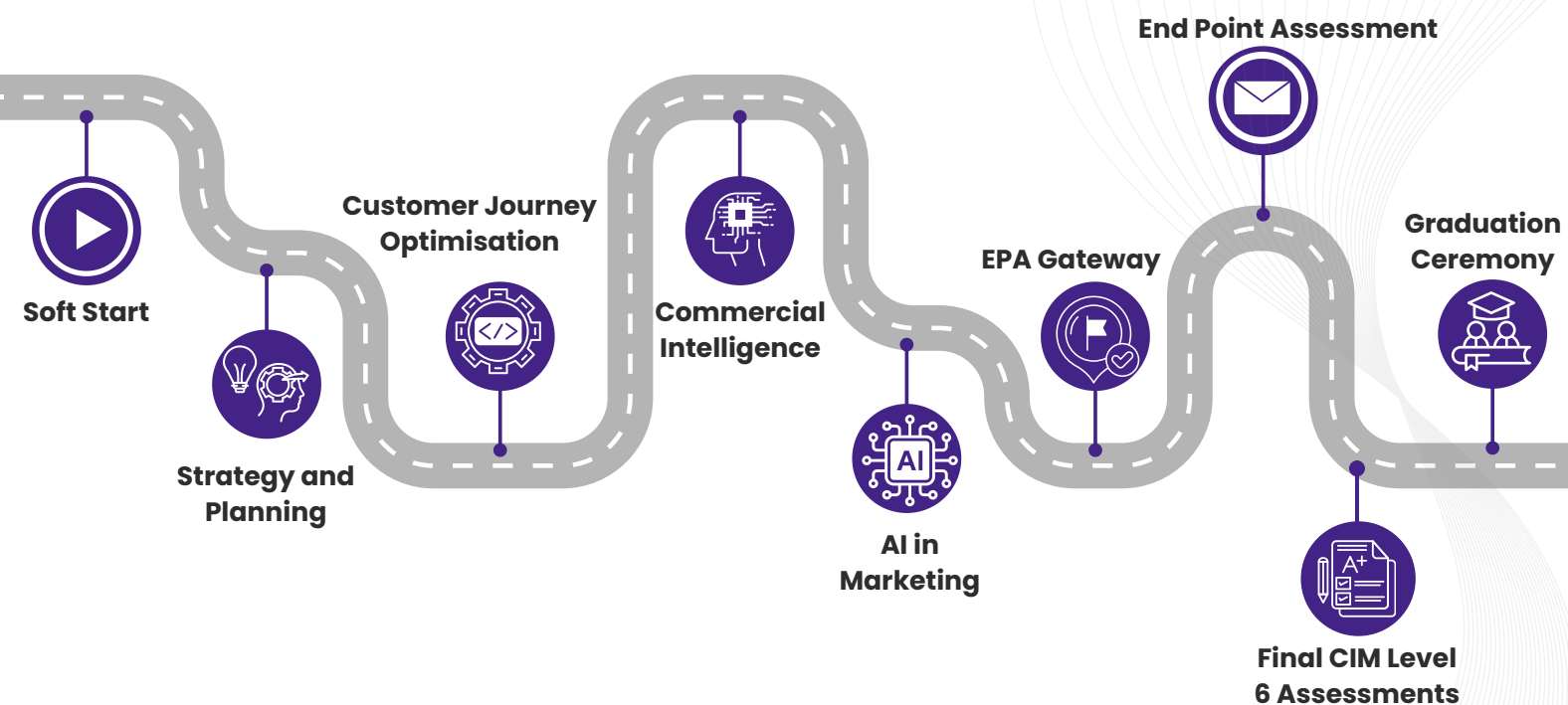
Once you pass Gateway, you will enter the End Point Assessment period, which typically lasts around five months. This is the stage where your learning, workplace evidence, professional development and marketing practice are brought together into a formal assessment process. You will be expected to demonstrate how you have applied your knowledge in your role, how you have developed as a marketing manager, and how your work has contributed to real organisational outcomes.

During the End Point Assessment, you will complete two key assessment methods: the Project Showcase and the Professional Discussion. The Project Showcase allows you to present a work based marketing project that demonstrates your ability to plan, manage, evaluate and reflect on marketing activity. The Professional Discussion gives you the opportunity to explain your decisions, evidence your competence, and show how your skills and behaviours have developed throughout the programme.

After successfully completing your End Point Assessment, you may also complete any remaining CIM Level 6 assessments required for the CIM Level 6 Certificate in Professional Marketing. This gives you the opportunity to gain both the apprenticeship achievement and additional professional recognition from the Chartered Institute of Marketing. By this stage, you will have developed the strategic knowledge, commercial awareness and practical experience needed to approach these assessments with confidence.

When you look back at your journey, you will see more than a timeline. You will see a clear progression from settling into the apprenticeship, to developing strategic marketing plans, improving customer journeys, using commercial insight, applying AI in marketing, and finally demonstrating your capability as a professional marketing manager. Each stage has been designed with purpose, ensuring that by the end of the programme, you are not only qualified, but ready for the next step in your marketing career

Your journey concludes with a moment of celebration. Following your successful completion, you will be invited to attend the graduation ceremony at Rochester Cathedral. This is not simply an event. It is a recognition of your commitment, growth and achievement. It marks your transition from apprentice to qualified marketing professional and gives you the opportunity to reflect on how far you have come.



KSBs

Knowledge, Skills, and  
Behaviours



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B  
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# 6 The Programme KSBs

When you first begin your Marketing Manager Level 6 Apprenticeship, it may feel as though you are stepping into a professional journey filled with new terminology, systems, expectations and assessment requirements. One of the most important terms you will hear throughout the programme is Knowledge, Skills and Behaviours, commonly known as KSBs. At first glance, they may appear to be a framework for assessment, but in reality, they represent something much more meaningful. They are the foundation of your development as a strategic marketing professional and the thread that connects what you learn, what you apply, and how you grow within your workplace.

Your apprenticeship is not simply a collection of lessons or assignments. It is a structured journey designed to help you become a confident, commercially aware and strategically capable Marketing Manager. The KSBs guide this journey by defining what you need to understand, what you need to be able to do, and how you are expected to behave in a professional marketing environment.

Your knowledge is what you learn and understand. At Level 6, this includes strategic marketing theory, brand development, customer and organisational behaviour, stakeholder management, market research, marketing communications, legal and regulatory requirements, return on investment, emerging marketing trends, and the wider business environment in which marketing operates.

Your skills are what you apply in practice. They include leading and implementing marketing plans, developing integrated campaigns, managing budgets, analysing complex data, influencing senior stakeholders, using marketing systems, evaluating performance, identifying risks, and delivering measurable marketing outcomes.

Your behaviours are how you carry yourself as a professional. They reflect your ability to adapt to change, think creatively and analytically, act ethically, collaborate with others, show professionalism, learn from mistakes, and act as a role model for good marketing practice.

What makes this apprenticeship unique is that these KSBs are not learned in isolation. They are developed through your weekly learning, workplace activity, reflective assignments, coaching sessions and End Point Assessment preparation. This is where your off the job hours become important, because they show how your learning is being applied, evidenced and developed over time.

## 6.1. Knowledge

In Strategy and Planning, your knowledge begins to take shape at a strategic level. You will explore the principles and theories of marketing that support the strategic marketing process, including the extended marketing mix, marketing management processes, product development and how these align with business plans and organisational objectives. You will also begin to understand how an organisation's vision, mission, values, strategy, stakeholders, customers and competitors influence marketing decisions.

As you move through the programme, your knowledge of the marketing environment becomes more advanced. You will learn how internal and external market factors, sector trends, competitor activity, customer expectations and wider business challenges influence marketing strategy. This helps you move beyond simply delivering marketing activity and towards understanding why marketing decisions are made and how they support long term organisational success.



In Customer Journey Optimisation, your knowledge becomes more customer focused. You will explore consumer and organisational behaviour theories, including how B2B and B2C customers make decisions and how those decisions influence marketing strategy. You will also examine customer relationship management, stakeholder engagement, customer experience, routes to market and the use of marketing communications channels to improve engagement, satisfaction and loyalty.

In Commercial Intelligence, your knowledge becomes more data driven and financially aware. You will learn how marketing performance is measured, how return on investment can be evaluated, and how reliable information sources, metrics and market research techniques can be used to improve marketing activity. This stage helps you understand how to use evidence, analytics and commercial insight to support stronger decisions and demonstrate marketing value to the business.

In AI in Marketing, your knowledge develops further by exploring new and emerging trends, technologies and themes in marketing. You will consider how artificial intelligence, automation, analytics, digital tools and marketing systems can support campaign planning, personalisation, customer insight and performance improvement. This prepares you to respond confidently to change and to recognise how innovation can support future marketing practice.

This prepares you to respond confidently to the changing marketing landscape. Rather than seeing technology as something separate from marketing, you will begin to understand how it can support smarter planning, faster analysis, more relevant communication and better customer experiences. You will also consider the importance of using technology responsibly, ethically and in a way that supports both the customer and the organisation.

Across all modules, the same knowledge areas are revisited and developed at a deeper level. By the end of the programme, your understanding should not only be broad, but strategic, applied and professionally confident. The aim is not simply for you to know marketing theory, but to use that knowledge to make better decisions, influence others and create measurable value for your organisation.

A useful way to understand the KSBs is to see them as the bridge between learning and performance. When you analyse campaign data, contribute to a marketing plan, speak with stakeholders, review customer insight, or suggest improvements to a campaign, you are not only completing a workplace task. You are developing the knowledge, skills and behaviours expected of a Marketing Manager. This means that everyday work can become valuable apprenticeship evidence when it is clearly linked to what you learned, what you did, what changed and what impact it had.

By the end of the programme, the KSBs should no longer feel like separate assessment requirements. They should become part of how you think, work and make decisions as a marketing professional. Through regular reflection, off the job learning, workplace activity and coaching support, you will gradually build the confidence to demonstrate your competence at Gateway and End Point Assessment. In this way, the KSBs are not simply something you have to evidence. They are the foundation of your growth into a capable, strategic and professionally recognised Marketing Manager.



No	Knowledge (Original Statement)	Simplified Explanation
K1	Marketing theories and frameworks that support strategic planning, including the extended marketing mix, marketing management, product development, and alignment with business objectives.	Understanding the core theories and frameworks of marketing and how to use them to support business goals.
K2	Brand development and safeguarding, including the analysis and planning of how a brand is perceived in the market, value propositions, and delivery of tangible elements such as product pricing and	Knowing how to build, position and protect a brand so it is trusted and valued by customers.
K3	Consumer and organisational behaviour theories and concepts, including the customer decision making process and how that influences marketing strategy.	Understanding how customers and organisations make decisions, and how this shapes marketing activity.
K4	Advanced stakeholder management and the application of customer relationship management, both internal and external, to facilitate the delivery of marketing plans.	Managing key relationships to support marketing delivery.
K5	Marketing communication planning models and budgetary methodologies.	Knowing how to plan marketing communications and manage budgets effectively.
K6	Their organisation's vision, mission, values, strategy, plans, stakeholders, customers and competitors to support the decision and planning process.	Understanding how the organisation works, what it wants to achieve, and how marketing fits within that wider picture.
K7	Understanding the wider business environment in which marketing operates, including market influences, opportunities, challenges, and how marketing can respond.	Understanding the wider business and market environment, and how marketing responds to opportunities, risks and
K8	Develop detailed integrated marketing plans for all products or services using offline and digital media tools, working with marketing teams or specialist agencies.	Knowing how to judge whether marketing activity is delivering value and worthwhile results.
K9	The relevant industry or sector specific legal, regulatory and compliance frameworks within which they must work, including current Data Protection regulations.	Understanding the rules, laws and regulations that apply to marketing activity.
K11	Reliable information sources and how to use these to deliver measurable improvements to marketing activities, including how metrics are used to measure these.	Reliable information sources and how to use these to deliver measurable improvements to marketing activities, including how metrics are used to measure these.



## 6.2. Skills

Your skills develop progressively as you move through the programme. In Strategy and Planning, the focus is on building your ability to think strategically, interpret business needs, analyse market information, and contribute to the development of structured marketing plans. These are the core skills that prepare you to work confidently at a managerial level.

As you progress into Customer Journey Optimisation, your skills become more applied and customer focused. You begin to develop and coordinate marketing activity across different channels, improve customer experiences, and work more closely with stakeholders to support engagement, loyalty and long term value. At this stage, you are not simply supporting activity. You are helping shape better marketing outcomes.

In Commercial Intelligence, your skills become more analytical and commercially focused. You begin using data, performance measures, and business insight to evaluate marketing activity, justify decisions, manage budgets and identify opportunities for improvement. This is where your decision making becomes more evidence based and commercially aware.

In AI in Marketing, your skills become more integrated and forward looking. You explore how technology, automation, systems and emerging tools can support better planning, performance and delivery. Across all modules, each skill is introduced, practised and refined. This repeated exposure ensures that your skills are not only learned, but applied with increasing confidence and impact.

No.	Skills (Original Statement)	Simplified Explanation
<b>S1</b>	Lead and implement a clear marketing plan and strategy, linked to business requirements to sustain a marketing advantage.	Lead and deliver marketing plans that support business goals and create competitive advantage.
<b>S2</b>	Develop effective marketing campaigns and channels, assessing their features and benefits to best meet business requirements and customer needs.	Plan and choose the right campaigns and channels to meet customer and business needs.
<b>S3</b>	Develop detailed integrated marketing plans for all products or services using offline and digital media tools, working with marketing teams or specialist agencies.	Create joined up marketing plans across digital and offline channels, working with teams or agencies where needed.
<b>S4</b>	Influence, negotiate and persuade at senior level, collaborating with a wide range of stakeholders internally and externally to gain support and backing for marketing delivery.	Work with and influence stakeholders to gain support for marketing activity.
<b>S5</b>	Act as a consultant, providing professional marketing advice to stakeholders around the business or to external clients as relevant.	Give professional marketing advice to support better decisions and outcomes.



No.	Skills (Original Statement)	Simplified Explanation
<b>S6</b>	Present complex information in an understandable and stimulating way, whether through effective verbal presentation or creative written copy.	Communicate complex marketing information clearly and effectively in writing and speaking.
<b>S7</b>	Oversee, manage and approve key marketing activities and projects.	Manage and approve important marketing projects and activities.
<b>S8</b>	Deliver measurable marketing outcomes against KPIs and drive continuous improvement where needed.	Achieve marketing targets and improve performance using results.
<b>S9</b>	Plan and manage marketing budgets to support strategic objectives and justify return on marketing investment.	Manage marketing budgets and show value for money.
<b>S10</b>	Engage, negotiate and manage third party suppliers and internal stakeholders effectively.	Work effectively with suppliers and internal teams to deliver results.
<b>S11</b>	Evaluate marketing activities using data, analytics, KPIs and return on marketing investment.	Measure campaign performance and understand what worked well.
<b>S12</b>	Analyse complex data and information from different sources to lead and plan marketing activities.	Use data from different sources to plan better marketing activity.
<b>S13</b>	Seek opportunities to increase income generation and gain new business, including new products, markets and services.	Identify ways to grow income, markets and business opportunities.
<b>S14</b>	Construct a robust business case in support of marketing activities and plans.	Build a clear business case to justify marketing plans.



## 6.3. Behaviours

Behaviours develop throughout your entire apprenticeship journey and become more visible as you progress. At the beginning, they may appear through simple professional habits such as attending sessions, completing reflections, asking questions, accepting feedback and staying organised. As you move through the programme, these behaviours become more advanced and are shown through how you manage marketing activity, respond to change, work with stakeholders and contribute to business improvement.

At Marketing Manager Level 6, behaviours are closely linked to leadership, professional judgement and strategic responsibility. You are expected to adapt when priorities change, think creatively, use insight to guide decisions, act ethically, collaborate with others and remain focused on the customer. These behaviours are important because a Marketing Manager does not only complete marketing tasks. They influence others, support change and act as a role model for effective marketing practice.

No.	Skills (Original Statement)	Simplified Explanation
B1	An ability to anticipate and adapt to change.	Adapt confidently when plans, markets or priorities change.
B2	A highly motivated and driven approach, acting with courage to drive through necessary changes and deliver difficult or long term projects.	Stay motivated and lead challenging work with confidence.
B3	A creative and innovative approach.	Bring new ideas and fresh thinking to marketing work.
B4	An analytical mind, with an insight and ideas driven approach to meet business benefits and inspire action in others.	Use insight and analysis to improve decisions and influence others.
B5	A willingness to learn from mistakes, as not all activities go to plan, and improve future delivery and campaigns as a result.	Learn from mistakes and improve future marketing activity.
B6	They act as a role model for marketing activities and business changes within the team and organisation, taking others with them.	Set a positive example and support others through marketing change.
B7	A high level of professionalism, reliability and dependability with a passion for the customer, also encouraging those behaviours in others.	Be reliable, professional and customer focused, while encouraging others to do the same.
B8	A collaborative approach is central to how they work, showing empathy and being mindful to the needs and views of others.	Work well with others and respect different views.



# 7 The Modules KSBs

As you progress through your Marketing Manager Level 6 Apprenticeship, each module plays a specific role in developing your Knowledge, Skills and Behaviours. Rather than treating KSBs as separate assessment areas, the programme helps you understand how each module contributes to your development as a strategic, analytical and commercially aware marketing manager.

Each module builds on the previous one. You begin by developing strategic understanding, then move into customer experience, commercial decision making, and finally the use of emerging technology and AI in marketing. By the end of the programme, the KSBs will not only have been covered, but applied, practised and evidenced through your Off the Job Hours, workplace projects, reflections, coaching conversations and preparation for Gateway and End Point Assessment.

## 7.1. Strategy and Planning

This is your foundation stage. It is where your Level 6 marketing knowledge begins to take shape and where you start to connect marketing theory with strategic business decisions.

During this module, you will focus on core knowledge areas such as strategic marketing theory, the extended marketing mix, product and service development, brand development, customer and organisational behaviour, market research, marketing communications and the wider business environment. You will also begin to understand how your organisation's vision, mission, values, objectives, stakeholders, customers, competitors and sector context influence marketing planning.

At this stage, your skills begin to develop from operational activity into strategic contribution. You will learn how to analyse information, interpret research, consider business needs, assess risks and contribute to marketing plans that support organisational objectives. You are not expected to have all the answers immediately, but you are expected to begin thinking more critically about why marketing decisions are made and how they create value.

Your behaviours in this module focus on curiosity, professionalism, organisation and openness to learning. You are encouraged to ask questions, reflect on your current practice, accept feedback and build good habits in recording Off the Job Hours and applying learning to your role.

## 7.2. Customer Journey Optimisation

This is where your learning becomes more customer focused and applied. What you learned in Strategy and Planning now becomes more visible through customer experience, engagement, retention and journey improvement

During this module, you will explore how customers interact with an organisation across different touchpoints. You will consider how customer behaviour, communication channels, CRM, brand perception, customer feedback and data can be used to improve the overall customer journey. This helps you understand that effective marketing is not only about attracting attention, but also about creating value, trust and loyalty across the full customer experience.

Your skills become more practical and stakeholder focused in this module. You may begin mapping customer journeys, reviewing touchpoints, analysing customer feedback, identifying friction points, recommending improvements and supporting campaigns that improve customer engagement. You also develop stronger communication and collaboration skills as you work with colleagues, teams, suppliers or senior stakeholders to improve customer outcomes.



Your behaviours become more visible in your day to day work. You are expected to show empathy, collaboration, adaptability and a customer focused mindset. You begin to demonstrate that you can consider different perspectives, respond to feedback and contribute ideas that improve the experience for customers and the organisation.

In your Off the Job Hours, you will start to show a stronger mix of knowledge and skills, with evidence of behaviours such as teamwork, communication, adaptability, customer focus and continuous improvement

### 7.3. Commercial Intelligence

This is your commercial and analytical development stage. By this point, your marketing knowledge and skills begin to connect more strongly with business performance, financial awareness and evidence based decision making. You will focus on how marketing activity contributes to measurable outcomes, including return on investment, customer value, campaign performance, budget use and business growth

During this module, you will explore how data, research, financial metrics and market insight can be used to make stronger marketing decisions. You will begin to understand how to assess whether marketing activity is working, what should be improved, and how recommendations can be justified to senior stakeholders. This helps you move beyond describing marketing activity and towards explaining its commercial value.

Your skills become more advanced in this stage. You will practise analysing performance data, interpreting KPIs, reviewing campaign results, identifying opportunities for improvement, and building stronger business cases for marketing activity. You may also begin to consider budget decisions, resource planning, risk, return on investment and how marketing can support income generation or business development.

Your behaviours also become more mature. You are expected to think critically, challenge assumptions, use evidence responsibly, and show confidence when making recommendations. You will demonstrate professionalism, analytical thinking and a stronger ability to explain how marketing decisions support the wider organisation.

In your Off the Job Hours, your KSB mapping should show a stronger combination of knowledge, skills and behaviours, especially around data analysis, commercial awareness, performance evaluation, stakeholder communication and continuous improvement.



## 7.4 AI in Marketing

This is your innovation and future focused stage. By this point in the programme, you will be ready to explore how emerging technologies, artificial intelligence, automation and digital tools can support marketing strategy and improve performance.

During this module, you will develop knowledge of how AI can be used in areas such as customer insight, content personalisation, campaign optimisation, data analysis, automation and marketing efficiency. You will also consider the responsible and ethical use of AI, including how to use technology in a way that supports customers, protects trust and aligns with organisational values.

Your skills become more integrated and forward looking. You will explore how to use systems, platforms and digital tools to support marketing outcomes, improve decision making, streamline processes and identify new ways of working. This module helps you think not only about what marketing is doing now, but how it may need to adapt in the future.

Your behaviours in this stage should show adaptability, curiosity, creativity and responsible judgement. You are expected to respond positively to change, explore new ideas, learn from experimentation and consider how innovation can improve both marketing performance and customer experience.

In your Off the Job Hours, your evidence should demonstrate that you can connect technology, data, insight and strategic thinking to real workplace practice. This supports your readiness for Gateway and End Point Assessment by showing that you can apply modern marketing thinking confidently and professionally.

## 7.5 Bringing the Modules Together

Each module plays a different role, but all contribute to the same outcome. Strategy and Planning builds your strategic foundation. Customer Journey Optimisation develops your customer focus. Commercial Intelligence strengthens your commercial and analytical decision making. AI in Marketing prepares you to use innovation and technology responsibly within modern marketing practice.

Across these stages, every Knowledge, Skill and Behaviour is covered, revisited and strengthened. Your Off the Job Hours, reflective reports, workplace projects, coaching sessions and assignments all provide evidence that this development has taken place.

By the time you reach the end of your apprenticeship, you will not only understand marketing theory. You will be able to apply it confidently, explain it professionally, evidence it clearly, and demonstrate real impact within your role as a Marketing Manager.



# 8 Learners Duties

Your apprenticeship is built on clear expectations, consistent engagement, and professional accountability. These duties help ensure that you remain compliant with Department for Education requirements, continue to make steady progress towards Gateway, and are fully prepared for End Point Assessment.

## 8.1 Attend the classes

Your weekly classes are a core part of your learning journey. Each session lasts two hours and takes place every week, except during bank holidays and scheduled breaks. Planned breaks include a winter break from 15 December to 2 January, the Easter holiday week, and one summer break week at the end of July.

Please ensure that your camera remains switched on throughout the class session, as this is a safeguarding requirement.

Attendance is recorded automatically and is a key indicator of your engagement. If you miss a session, a member of the team will contact you. This is both a safeguarding check and an opportunity to support you in catching up. There are two delivery approaches, and your expectations depend on your programme type.



### In the attendance mode programme:

Your attendance is reported monthly to your line manager



You must maintain at least eighty five percent attendance



Missed sessions must be recovered through catch up sessions or one to one coaching



Recorded sessions support learning but do not count towards attendance



### In the non attendance mode programme:

Attendance is not formally reported to your line manager



You are not required to attend catch up sessions



You must watch recorded sessions and evidence your learning in the monthly submission



Your engagement is recorded through your monthly submissions



## 8.2 Read the materials on the LMS

Independent learning is a mandatory part of your Marketing Manager Level 6 Apprenticeship. You are expected to engage with the Learning Management System every week and review the materials linked to your current module, such as Strategy and Planning, Customer Journey Optimisation, Commercial Intelligence, or AI in Marketing. You must complete a minimum of two hours of reading each week. This includes reviewing session content, reading core materials, and exploring additional resources. All reading activities must be recorded in your monthly submission as part of your Off-the-Job learning evidence and compliance requirements.



## 8.2 Read the materials on the LMS

Independent learning is a mandatory part of your Marketing Manager Level 6 Apprenticeship. You are expected to engage with the Learning Management System every week and review the materials linked to your current module. This may include Strategy and Planning, Customer Journey Optimisation, Commercial Intelligence, and AI in Marketing. You must complete a minimum of two hours of reading each week, including session content, core reading materials, case studies, and any additional resources provided. All reading activities must be recorded in your monthly submission as part of your Off the Job learning evidence and compliance requirements.

The screenshot shows the LMS interface. On the left is a navigation menu with the following items:

- Prof.Charl - Strategy & Planning - Jan 26
- CH0: Safeguarding and British Values (0/1)
- CH1: Marketing Apprenticeship (KSBs) (0/1)
- L1: Introduction to Strategic Marketing (0/12)
- L2: Marketing Strategy and Planning 13/2/2026 (0/19)
- VID-P1- Marketing Strategy and Planning (Video lesson)
- PPT-P1-Marketing Strategy and Planning (PDF lesson)
- TB-P1-Marketing Strategy and Planning (PDF lesson)
- AUD-P1-Marketing Strategy and Planning (Audio lesson)
- Q1: Marketing Strategy & Planning (10 questions)
- VID-P2: Chaos to Clarity: Marketing Planning Explained

The main content area displays a PDF lesson titled "TB-P1-Marketing Strategy and Planning". The lesson content includes:

- Chapter 3: Marketing Strategy and Planning**
- 3.1. Introduction**  
In modern marketing roles, planning is everything. A well-structured marketing strategy and plan keeps you aligned with business goals and customer needs. It provides organisational direction, helps you track and report on objectives, ensures you cover all key areas, and keeps the team focused on what really matters. For a Marketing apprentice, marketing marketing planning isn't just academic. It's a practical skill you will use on the job to drive results. This chapter will equip you with the knowledge and real-world experience to confidently develop a marketing plan for your assignment and share it with your End Point Assessment (EPA).
- Why Plan?**  
Without a plan, marketing can devolve into reactive 'firefighting'. A good plan, on the other hand, forces you to research your situation, set clear objectives, and think through strategies and tactics in advance. It gets everyone on the same page about company goals and where their role fits in. Planning also makes it easier to measure success because you'll define key performance indicators (KPIs) and can monitor progress. In short, planning provides focus, direction, and a benchmark for success.
- 3.2. The Role of Marketing Strategy in Driving Business Value**  
At its core, a marketing strategy is about aligning marketing activities with the business's objective to deliver value. In an apprenticeship context, this means understanding how your marketing plan will help your company achieve wider goals whether that's growing revenue, increasing brand awareness, improving customer satisfaction, or all of the above. Great marketing strategies are built on customer insight. By deeply understanding your customer's needs, behaviours, and preferences, you can create value that drives business results. Marketing effectively acts as the 'voice of the customer' inside the organisation, ensuring that all activities are focused on meeting client needs profitably. Companies with a strong market orientation (i.e. a focus on customer and competitor insights) tend to develop better value. Delivering strategies.
- Consider Tesco's Clubcard as an example of marketing driven by customer insight. In the 1990s, Tesco analysed customer shopping data (with the help of a small analyst firm, Dunhumby) and discovered a goldmine of insights about buying habits. Using these insights, Tesco launched the Clubcard loyalty program, aligning its marketing strategy with the business goal of increasing customer retention and spend. The results were dramatic: within months of Clubcard's launch, Tesco's market share jumped from 19% to 21.2%, overtaking its rival Sainsbury's for the #1 spot. The loyalty data revealed that customers visited Tesco 16% more often and spent more per trip after Clubcard was introduced. This data-driven strategy drove an estimated £400 million in additional sales in that period. Key insight: By leveraging customer data (what products people buy, how often, etc.), Tesco created a marketing plan (loyalty rewards) that directly boosted business performance.
- The Tesco case underscores a vital point: when marketing strategies are rooted in customer insights and aligned to business objectives, they drive organisational value. As a marketing apprentice, always ask: "How will this plan support our business goals, and what customer insight is it based on?" If you

## 8.3 Answer the quizzes on the LMS

Each section of your learning materials includes a short quiz designed to check your understanding and help you reflect on the key concepts covered. These quizzes usually take around ten minutes and should be completed regularly as you progress through each module.

You are expected to complete the quizzes because they help confirm your understanding of Level 6 marketing concepts, highlight areas that may need further development, and provide evidence of active learning. Consistent completion of quizzes supports your progress, strengthens your knowledge retention, and helps prepare you for assignments, Gateway, and End Point Assessment.

The screenshot shows a quiz interface with the following questions and options:

- In Monzo's US expansion using SOSTAC®, which metric would most appropriately be tracked under 'Control' to assess early market traction?
  - Number of backend architectural changes to the app
  - Net promoter score from UK customers only
  - Total marketing spend across all channels
  - Weekly new account sign-ups and app activation rates in targeted US cities
- In the Tesco Clubcard case, what specific form of customer insight most directly enabled the loyalty programme to increase spend and visit frequency?
  - Macro-economic consumer confidence indices for the UK
  - Insights about competitor promotional calendars and pricing strategies
  - Improvements in Tesco's supply chain efficiency
  - Detailed customer purchasing behaviour and basket composition (frequency and items bought)
- How does the 'Control' stage in SOSTAC® typically differ in emphasis from the 'Control/Evaluation' stage in APIC, when used in a continuous planning process?
  - They are identical in all respects and use the same required metrics.
  - APIC's Control is performed before Implementation, while SOSTAC® performs Control after Action
  - Control in SOSTAC® explicitly emphasises defined KPIs and feedback loops into the next Situation Analysis, whereas APIC presents Control as a cyclical evaluation stage that feeds back into Analysis more broadly

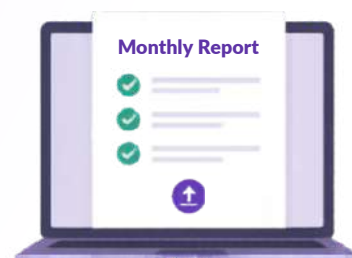


## 8.4 Submission of your monthly LMS activities

You are required to submit a monthly record of your learning activities. The deadline is the twentieth of each month, or the next working day if the twentieth falls on a holiday.

**Your submission must clearly include:**

- all activities completed since your last submission
- the time spent on each activity
- what you have learned
- the knowledge, skills, and behaviours developed



Each submission must contain new activities only. Repeating the same activities across multiple months is not acceptable. For learners on the non attendance mode programme, this submission must also include evidence of watching recorded sessions.

Late or missing submissions may affect your compliance and delay your progression.

## 8.5 Write your monthly reflective report

Each month, you must complete one reflective assignment. This is a key part of your apprenticeship and focuses on applying your learning in your workplace.

**Your report should demonstrate:**

- how you have applied learning in real tasks or projects
- evidence such as reports, screenshots, or campaign work
- how your performance has improved
- how your work has added value to your employer

The focus should always be on practical application and measurable impact. Your reflective reports help show how you are developing the confidence, judgement and professional capability expected at Level 6. They also form an important part of your evidence as you prepare for Gateway and End Point Assessment.





## 8.6 Monthly Coaching Meeting

You must attend a one hour coaching session every month. These sessions should be scheduled in advance, ideally two months ahead.

**Before each session, you are required to prepare a fifteen minute presentation covering:**

- what you have learned during the month
- your completed activities and submissions
- how your learning has improved your performance
- how your work has benefited your employer

**During the session, your coach will:**

- provide structured feedback
- review your progress and readiness for End Point Assessment
- support your plan for the following month
- address any concerns related to learning, wellbeing, or workplace



Attendance is mandatory and forms part of your formal progress monitoring.

## 8.7 Attend 10 weeks progress review

Every ten weeks, you must attend a formal progress review with your coach and your line manager. This meeting lasts approximately one hour.

**During the review:**

- **your coach will present your progress**
- **you will reflect on your development**
- **your line manager will provide feedback**
- **next steps and priorities will be agreed**

These reviews ensure alignment between your learning and your role, and they are a mandatory requirement. Missing progress reviews may affect your compliance status.





## 8.8 Off the Job Hours Reporting

**Off-the-Job Training Hours** are a critical part of your Marketing Manager Level 6 Apprenticeship and form a mandatory part of your learning evidence and compliance record. They represent the time you spend developing the knowledge, skills and behaviours required for the apprenticeship standard during your normal working hours. This is not simply routine day-to-day work. It is planned learning that helps you grow professionally, apply new concepts, improve your marketing practice, and prepare for Gateway and End Point Assessment.

**Accurate and timely reporting** of these hours is essential. Your Off-the-Job Training must be clearly recorded in your monthly submissions, linked to the relevant Knowledge, Skills and Behaviours, and supported by evidence where appropriate. This may include live online sessions, recorded session review, LMS reading, quizzes, reflective assignments, workplace learning, research, project planning, campaign analysis, mentoring, shadowing, or employer-led learning that directly supports your development as a Marketing Manager.

**The way your hours** are recorded may depend on the delivery mode you are enrolled on. In the attendance mode programme, your weekly live sessions are recorded automatically as part of your learning evidence. Each session contributes to your planned Off-the-Job Training Hours, and you should also record any additional time spent preparing for the session, completing related reading, reflecting on the learning, and applying it to your role. These additional activities must be clearly evidenced and explained in your monthly submission.

**In addition to weekly sessions**, your monthly evidence should include LMS activities, reflective reports, assignment work, reading, research, and any workplace learning that supports your development beyond routine duties. Employer-led learning may also be included when it develops your apprenticeship Knowledge, Skills and Behaviours, such as structured training, supervised practice, data analysis, customer insight work, campaign planning, stakeholder engagement, or other learning activities linked to your standard. Your monthly record should align with the planned Off-the-Job Training Hours agreed in your Training Plan.

**In the non-attendance mode programme**, attendance is not recorded automatically. This means your Off-the-Job Training Hours must be captured carefully through your monthly submission. You should include time spent watching recorded sessions, reading LMS materials, completing quizzes, writing reflective reports, preparing assignments, undertaking relevant workplace learning, and recording how each activity developed your knowledge, skills and behaviours.

**Strong Off-the-Job Training Hours reporting is not just about meeting a requirement. It is an opportunity to demonstrate your commitment, reflect on your professional development, and provide clear evidence of your growth as a strategic, capable and confident marketing professional.**





Type	What You Must Do	Time Contribution (OTJH)	Key Expectations
<b>LMS Submission</b>	Record all learning activities, including reading materials, quizzes, live sessions, and recorded sessions where	<ul style="list-style-type: none"> <li>Attendance mode: live classes are automatically counted as 2.5 hours per session (must be attended)</li> <li>Non-attendance mode: all sessions must be recorded</li> </ul>	<ul style="list-style-type: none"> <li>Must include all new activities since last submission</li> <li>Must be mapped to Knowledge, Skills, and Behaviours</li> <li>Recorded sessions only count in non-attendance mode</li> </ul>
<b>Reflective Report Submission</b>	Submit one monthly reflective report showing how you applied your learning in your workplace.	Time spent applying learning, gathering evidence, reflecting, and writing the report may count towards OTJT where it supports the apprenticeship standard.	<ul style="list-style-type: none"> <li>Must show real work-based evidence</li> <li>Must demonstrate impact on your performance and benefit to your employer</li> <li>Focus on application, not theory</li> </ul>
<b>Employer-led / Extra Learning Activities</b>	Record any additional learning supported by your employer such as training, mentoring, or shadowing	Counts towards total OTJT hours where the activity develops the Knowledge, Skills and Behaviours required for the Marketing Manager Level 6 standard.	<ul style="list-style-type: none"> <li>Must be relevant to your development. Must be clearly linked to Knowledge, Skills and Behaviours. Should demonstrate progression beyond routine job tasks.</li> </ul>

## Overall Expectations

### Total OTJH Hours:

- Must exceed 30 hours per month (including automatic class hours)

### Attendance Requirement (Attendance Mode Only):

- Live sessions must be attended to count
- Each session = 2.5 hours (automatically recorded)
- Any missed session must be covered through catch-up or one-to-one sessions
- Maximum absence allowed is 15 percent

### Submission Deadline:

- All submissions must be completed by the 20th of each month (or next working day if a holiday)

### Template Usage:

- You must use the official template provided for all submissions [Use this file.](#)



## 8.9. Key Rules and Dates You Must Follow

- All submissions are completed through APTM
- LMS is only used for learning, reading, and quizzes
- Deadline is strict: All submissions must be completed by the 20th of each month
- Three submission elements are required every month:
  - Off the Job Hours record
  - Reflective report
  - Employer-led learning evidence
- All activities must be mapped to Knowledge, Skills, and Behaviours

All meetings must be booked at least 2 months in advance

Activity	System Used	What You Must Do	When (Timeline)	Key Expectations
<b>LMS Learning (Reading &amp; Quizzes)</b>	LMS	Read materials and complete quizzes weekly	Ongoing throughout the month	Minimum 2 hours per week Quizzes must be completed as evidence of learning This supports your APTM submissions
<b>LMS Submission (OTJH Record)</b>	APTEM	Record all off the job learning activities (including LMS learning, sessions, and extra learning)	<b>By the 20th of each month</b> (or next working day)	Must include all new activities Must include time spent Must be mapped to Knowledge, Skills, and Behaviours Mandatory use of official template
<b>Reflective Report Submission</b>	APTEM	Submit monthly report showing application of learning in your job	<b>By the 20th of each month</b>	Must include real work evidence Must show improvement in performance Must demonstrate benefit to employer
<b>Employer-led / Extra Learning Activities</b>	APTEM	Record additional learning such as training, mentoring, or shadowing	Included <b>within monthly submission (by 20th)</b>	Must be relevant to your role Must support Knowledge, Skills, and Behaviours progression
<b>Monthly Coaching Meeting</b>	APTEM (scheduled)	Attend one-to-one coaching session and present your progress	<b>After submission</b> Typically <b>20th to 5th of next month</b>	Must prepare 15-minute presentation Covers learning, submissions, and impact Mandatory attendance Must be booked <b>2 months in</b>
<b>Progress Review (every 10 weeks)</b>	APTEM (scheduled)	Attend review with coach and line manager	<b>Between day 6 and day 20 of the month</b>	Coach presents progress Employer gives feedback Mandatory attendance Must be booked <b>2 months in advance</b>



# 9 Assessments

This is a dual recognition programme. It combines the Marketing Manager Level 6 Apprenticeship with the opportunity to achieve the CIM Level 6 Certificate in Professional Marketing. The apprenticeship is assessed through a formal End Point Assessment, while the CIM qualification has its own assessment requirements.

## 9.1 Marketing Manager Level 6 Apprenticeship

The first assessment route is the Marketing Manager Level 6 Apprenticeship.

### 9.1.1 Gateway Requirements Entry to EPA

The End Point Assessment is conducted by an approved End Point Assessment Organisation. Gateway is the formal checkpoint before EPA. You cannot enter EPA unless all requirements are met and confirmed.

#### Mandatory Requirements



Employer confirms the apprentice is:

- Consistently working at or above the standard

Completion of:

- All on-programme learning (~12 months)
- 20% off-the-job training

#### Project Approval (Critical)



A project plan (max 350 words) must be:

- Agreed with line manager
- Submitted to EPAO
- Approved within 7 working days

**This is very important:**

If the project is weak or unclear at Gateway → your final grade is already at risk.

**The EPA lasts up to 5 months (max 7 with resits) and includes:**

- Multiple Choice Test (MCT)
- Project Showcase
- Professional Discussion

You must pass each stage to progress (especially MCT and Project Report).

### 9.1.2. EPA 1 – Multiple Choice Test (MCT)

The Project Showcase is based on an end to end Marketing Plan linked to a real business objective or challenge. It is designed to show how you can think strategically, analyse the market environment, consult with stakeholders, develop options, plan marketing activity and explain how success would be measured.





The Project Showcase is the first assessment method in the Marketing Manager Level 6 End Point Assessment. It is based on an end to end marketing plan linked to a real business objective or challenge. This assessment shows how you apply marketing theory, research, data, stakeholder insight, budget awareness, risk analysis and performance measures to create a clear, strategic and valuable marketing plan.

### Apprentices who achieve distinction typically:

- Use evidence and data to build a clear business case.
- Show customer, stakeholder and commercial awareness.
- Present strategic recommendations confidently with clear risks, resources and expected return on investment.



### In simple terms, this test answers the question:

“Can the apprentice develop a credible marketing plan that solves a real business challenge and explain why it should be approved?”



Table 1: MCT Overview

Aspect	Details
Duration	90 minutes
Number of Questions	50 questions
Marks	1 mark per question
Format	Closed book
Conditions	Exam conditions



Table 2: MCT Grading

Grade	Score Range
Fail	Less than 24
Pass	25 – 34
Distinction	35 – 50



Table 4: How to Achieve Distinction in the Project Showcase

Focus Area	What to Do
Strategic Thinking	Link the plan to a real business objective.
Evidence and Research	Use data, research and stakeholder insight.
Business Case	Explain why the plan is needed and how it adds value.
Commercial Awareness	Show ROI, KPIs, budget and expected
Risk and Resources	Identify risks, resources and contingency
Presentation	Pitch the plan clearly and professionally.
Stakeholder Engagement	Show how stakeholders were consulted and how their input shaped the plan.



### 9.1.2 EPA 1 Project Showcase

The Project Showcase is based on a real business marketing plan and shows how you apply theory, research, data, stakeholder insight, budget awareness and performance measures.

#### The Project Showcase has steps:

- Plan the activity: define the business challenge, objectives, audience and stakeholders.
- Conduct research: use market insight, customer data and competitor analysis.
- Develop the marketing plan: set the strategy, channels, budget, resources and timeline.
- Evaluate expected results: explain KPIs, ROI, risks and business impact.

The report is the foundation. It requires the apprentice to demonstrate the full marketing process:



The project must be real and linked to a genuine business need. It does not have to be fully implemented, but you must explain how it would be delivered, managed and evaluated.



## You Must Demonstrate:



Planning → Research  
→ Execution → Evaluation



Stakeholder engagement



Use of recognised marketing  
frameworks



SMART objectives



Data analysis and customer insight



Budget/time control

## Also:



8–10 pieces of evidence  
(annexes) required



Must be real work  
(not simulated)

At pass level, the apprentice develops a clear marketing plan linked to a real business objective, using theory, research, data, stakeholder input, resources, risks and evaluation methods.

At distinction level, the apprentice shows stronger strategic thinking, deeper analysis, clearer justification and stronger expected business impact.

## This Includes:

- Critically use marketing theory
- Analyse data and insight
- Link the plan to business goals
- Show creativity and commercial awareness
- Explain expected impact using KPIs and ROI

The presentation and Q&A then test how well the apprentice understands their own plan. The assessor is not only listening to what has been planned, but why decisions were made and how the plan would add value.

## Strong apprentices:

- Justify their decisions clearly
- Reflect on strengths, risks and improvements
- Explain how the plan would be delivered and evaluated in practice

## This stage answers a deeper question:

Can the apprentice think like a strategic marketing manager and develop a plan that improves business performance?



## Project Showcase Structure

Component	Requirement
Project Report	3500 words ( $\pm 10\%$ )
Presentation	10 minutes
Q&A	20 minutes

## Project Report Requirements

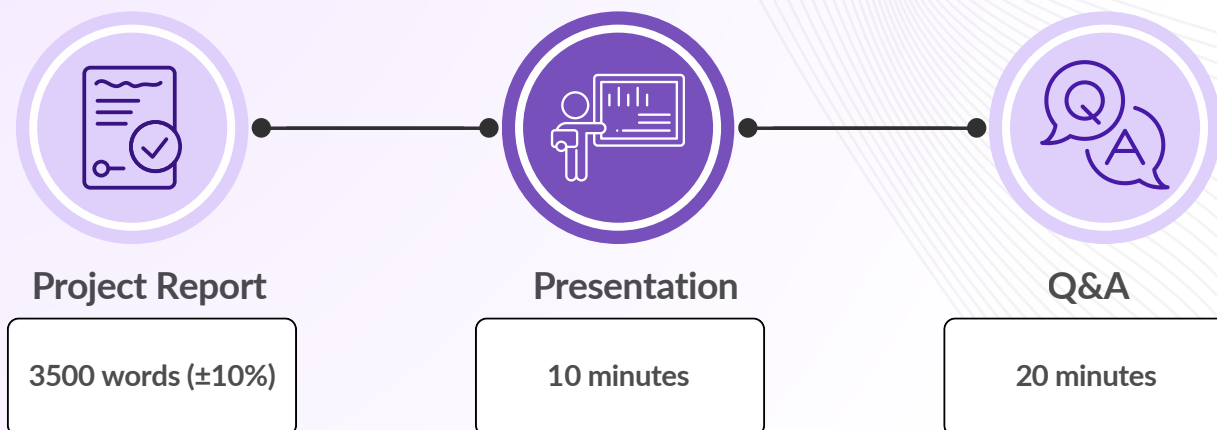
Area	Expectation
Process	Analysis, strategy, tactics, planned implementation and evaluation
Frameworks	Use recognised marketing models and planning frameworks
Stakeholders	Show consultation with relevant internal and external stakeholders
Objectives	Link the plan to a real business objective or challenge
Data	Analyse market, customer, competitor and internal information
Controls	Consider budget, resources, time, risk and ROI
Evidence	Include 8 to 10 annex items
Project Type	Must be real work, not simulated

### Important note:

The Marketing Manager Level 6 Project Showcase requires the apprentice to develop a marketing plan. The plan does not need to be fully implemented during EPA, but the apprentice must explain clearly how it would be delivered, managed and evaluated.



## Project Showcase Structure



## Project Report Requirements

Area	Expectation
Process	Analysis, strategy, tactics, planned implementation and evaluation
Frameworks	Use recognised marketing models and planning frameworks
Stakeholders	Show consultation with internal and external stakeholders
Objectives	Link the plan to a real business objective or challenge
Data	Analyse market, customer, competitor and internal data
Controls	Consider budget, resources, timeline, risk and ROI
Evidence	Include 8 to 10 annex items
Project Type	Must be real work, not simulated



## Pass vs Distinction (Project Showcase)

Criteria	Pass (Competent)	Distinction (Advanced)
Marketing Theory	Uses marketing models	Critically evaluates models
Objectives	Links to business need	Links strongly to strategy
Data Use	Uses relevant data	Uses deeper multi-source insight
Stakeholders	Consults stakeholders	Shows strong stakeholder buy-in
Creativity	Appropriate approach	Innovative approach
Impact	Explains expected value	Shows stronger business impact

## Presentation & Q&A Requirements

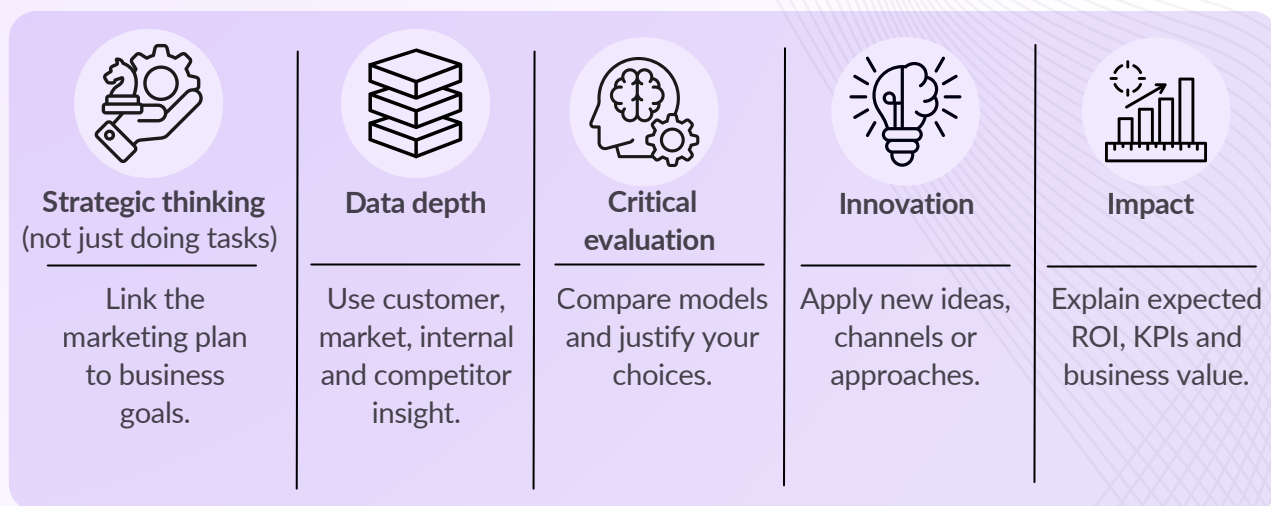
Element	Requirement
Presentation Length	10 minutes
Q&A Duration	20 minutes
Questions	10 to 12 open questions
Skills Demonstrated	Communication, confidence, clarity
Key Evidence	Report, annexes, data and decisions

## How to Achieve Distinction in Project Showcase

Factor	What Excellence Looks Like
Strategic Thinking	Links plan to business goals
Data Depth	Uses customer, market and competitor insight
Critical Evaluation	Justifies choices clearly
Innovation	Applies new ideas or approaches
Impact	Explains ROI, KPIs and business value



## Key Winning Factors:



## Simple rule:



 <p><b>PASS</b> = "I developed a marketing plan"</p>	 <p><b>DISTINCTION</b> = "I improved the business using marketing strategy"</p>
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Table 10: Pass vs Distinction Mindset

Level	Approach
Pass	"I developed a clear marketing plan."
Distinction	"I used strategic marketing planning to improve business performance."

### 9.1.3 EPA 2 – Professional Discussion

The Professional Discussion is the final EPA stage. It is a structured conversation where you demonstrate your knowledge, skills and behaviours through workplace examples and scenario based questions.

#### The assessor will ask:

- Questions about past experiences
- Scenario-based questions about how the apprentice would respond in certain situations



At pass level, the apprentice demonstrates that they can:

**Explain key marketing concepts**

**Apply them in workplace examples**

**Show professionalism, reliability and customer focus**

At distinction level, the apprentice goes further. They demonstrate:

- Broader business and sector understanding
- Clear, reasoned and justified answers
- Leadership, initiative and role model behaviour
- Evidence of improvement and measurable impact

For example, instead of only saying what they did, a distinction level apprentice explains why they made decisions, how they responded to challenges, and how their actions improved performance.

**This stage answers the final question:**

“Is the apprentice ready to operate confidently as a Marketing Manager and add real value to the organisation?”

Table 11: Professional Discussion Overview

Aspect	Details
Duration	50 minutes
Question Type	Competency-based and scenario-based
Focus	Knowledge, skills, behaviours

Table 12: Types of Questions

Question Type	Description
Competency Based	Questions about real workplace examples and past experience
Scenario-Based	Questions about how you would respond in professional situations
Follow Up Questions	Used by the assessor to check detail, clarity and depth

**How to get distinction in the Professional Discussion:**

You must answer like a confident Marketing Manager, not just an apprentice. Your answers should show judgement, leadership, business awareness and clear evidence of impact.



## Focus on:

- Giving real workplace examples with clear results
- Explaining why you made decisions

- Showing what impact your actions had
- Demonstrating initiative and problem solving
- Showing how you improved performance or supported others

## Example difference:

- PASS: "I developed a marketing plan
- DISTINCTION:  
"I used insight, stakeholder feedback and strategic planning to improve marketing value and support business performance."

## 9.1.6 Final Grading Rules

### The final grade is based on both EPA methods.

- A Pass requires a pass in both assessments.
- A Merit requires a Distinction in the Project Showcase and a Pass in the Professional Discussion.
- A Distinction requires Distinction in both assessments.

The Project Showcase carries the greatest weight because it proves strategic planning linked to real business needs.

### A pass-level apprentice:

- Completes the required assessment
- Applies marketing knowledge
- Meets the standard
- Explains what they did



### A distinction-level apprentice:

- Thinks strategically
- Uses insight and evidence
- Links work to business outcomes
- Reflects, improves and adds value



In essence, the EPA is not just testing whether the apprentice can complete marketing tasks. It assesses whether they can think, act and deliver like a professional Marketing Manager who contributes to business success.

Requirement	Outcome
Pass in both EPA methods	PASS
Pass + Distinction	Pass
Distinction + Pass	Merit
Distinction + Distinction	Distinction
Any Fail	Fail



## 9.2 CIM Level 6 Certificate in Professional Marketing

The second qualification embedded within the programme is the CIM Level 6 Certificate in Professional Marketing, which is integrated with the Marketing Manager Level 6 Apprenticeship. This professional qualification supports your development as a strategic marketing manager and gives you additional recognition from the Chartered Institute of Marketing.

Because the apprenticeship covers much of the same content, apprentices may receive exemptions from the first two CIM units: Strategy and Planning and Commercial Intelligence. This means that, to achieve the full CIM Level 6 Certificate in Professional Marketing, apprentices only need to complete the remaining two units: Customer Journey Optimisation and AI in Marketing, and successfully pass the relevant CIM assessments.

The CIM assessments are optional for apprentices who only wish to complete the apprenticeship. However, they are required if you want to receive the CIM Level 6 Certificate. These assessments can usually be completed during the apprenticeship or after completion, giving flexibility around your progress and career goals.



The conditions are as follows:

- **Off-the-Job Training Hours must be on track and properly recorded.**
- **Monthly submissions and reflective reports must be completed on time.**
- **Progress reviews and coaching meetings must be attended as required.**
- **LMS learning, quizzes and assignments must show consistent engagement.**
- **The apprentice must demonstrate readiness and commitment before being entered for CIM assessment.**

This integrated approach allows apprentices to gain both a recognised apprenticeship achievement and a respected professional marketing qualification, while connecting learning directly to workplace practice and long term career progression.





# 10 Early Intervention, Monitoring and Continuous Support

Your progress is monitored continuously throughout your Marketing Manager Level 6 Apprenticeship to ensure that you are supported effectively at every stage of your learning journey. Attendance, engagement, Off the Job Training Hours, monthly submissions, reflective reports, coaching meetings and progress reviews are all monitored regularly through structured systems and coaching conversations.

This ongoing monitoring helps us identify any risks or challenges early, before they affect your progress. These may include missed submissions, low engagement, attendance concerns, delays in recording learning evidence, workplace pressures, or difficulties applying learning within your role.

Where concerns are identified, timely and targeted support will be put in place. This may include additional coaching sessions, one to one support, adjustments to your learning plan, employer engagement, wellbeing support, or guidance on how to strengthen your evidence. The aim is to provide the right support at the right time, so that no learner falls behind.

Progress is reviewed regularly to ensure that any support actions are effective and that you continue to move forward with confidence. This proactive approach helps you stay on track, remain compliant, and prepare successfully for Gateway and End Point Assessment.





# 11 Learner Benefits and Enrichment Opportunities

Kent Business College offers a range of opportunities to enhance your learning experience, support wellbeing, and accelerate career development during the Marketing Manager Level 6 Apprenticeship.

## 11.1 EPA Preparation Workshops

Optional but strongly recommended workshops provide structured guidance, practice opportunities, and support to help you prepare confidently for Gateway and End Point Assessment.

## 11.2 Optional London Masterclass events

You have access to three in-person masterclass events in London each year.

These sessions:

- Contribute to your Off-the-Job learning hours
- Support your knowledge, skills and behaviours development
- Provide networking opportunities

Travel costs are covered, and sessions are also available online if you cannot attend in person.

## 11.3 Learner Clubs and Communities

Join learner communities across London, Maidstone, Manchester, and Nottingham.

Activities include:

- Study groups
- Professional networking events
- Face-to-face workshops

The College may cover venue costs to encourage collaboration and peer learning.

## 11.4 Private Healthcare Support

Optional private healthcare support is available during your programme. Consent is required before enrolment. Contact the engagement team to opt in.

## 11.5 Diploma Level 7 in Strategy and Leadership

You can enrol in a Level 7 Diploma in Strategy and Leadership at no extra cost.

This programme:

- Is delivered through weekend sessions
- Includes live teaching and recorded access
- Is assessed via coursework, not exams

After completion, you can progress towards an MBA through Cardiff Metropolitan University by completing a dissertation.



# 12 Preparation for Next Steps and Future Progression

From the beginning of the programme, there is a clear focus on preparing you for your next stage of development. This includes readiness for End Point Assessment, progression within your current role, and future career opportunities. You will be supported in understanding the expectations of higher level roles and developing the capability required to achieve them.

For many learners, this progression includes moving onto the Marketing Manager Level 6 apprenticeship, further developing strategic thinking and leadership capability. The programme also supports broader career pathways, helping you build a professional profile that is recognised and valued within the industry.

By the end of your journey, you will not only have completed your apprenticeship. You will be prepared, confident, and equipped to take the next step in your career with clarity and purpose.

# 13 Frequently Asked Questions (FAQs)

Starting your apprenticeship can raise a number of practical questions. The following FAQs are designed to give you clear, straightforward guidance so you always know what to do, who to contact, and how to stay on track.

## Safeguarding

### What should I do if I feel unsafe or have a concern?

If you feel unsafe at any point, whether in your workplace or during your learning, you should report it immediately. You can contact the safeguarding team directly by email or use the safeguarding dashboard. All concerns are treated seriously, confidentially, and acted upon quickly.

### Who are the safeguarding leads?

Your designated safeguarding leads are Professor Yousef Sultan and Tina Wright. They are responsible for ensuring your safety and wellbeing throughout the programme.

### What kind of issues can I report?

Anything that makes you feel uncomfortable, unsafe, or concerned. This may include workplace issues, bullying, stress, mental health concerns, or any situation where you feel at risk.



## Wellbeing

### How does the College support my wellbeing?

Your wellbeing is monitored through regular check-ins, including bi-monthly wellbeing assessments. These help identify any challenges early and allow us to provide tailored support.

### What if I am feeling overwhelmed or stressed?

You should speak to your coach as soon as possible. Support can include adjusting your learning plan, offering additional guidance, or signposting you to further support services.

## Inclusion

### What does inclusion mean in this programme?

Inclusion means ensuring that every learner is supported to succeed, regardless of background, experience, or personal circumstances. The programme is designed to be flexible and responsive to individual needs.

### What if I need adjustments to my learning?

You can speak to your coach or the safeguarding team. Adjustments can be made to support your learning, including changes to delivery, pacing, or additional support where needed.

## SEND (Special Educational Needs and Disabilities)

### What support is available if I have a learning need or condition?

We provide tailored support plans for learners with SEND. This may include additional time for tasks, adapted materials, assistive tools, or more frequent coaching.

### Do I need to declare my condition?

You are encouraged to share any information that may help us support you. All information is handled confidentially and used only to improve your learning experience.

## Escalation Points

### What if I have an issue with my coach or the quality of delivery?

Your first escalation point is Professor Yousef Sultan, Performance Delivery Manager. He will review the situation and ensure it is resolved fairly and professionally.

### What if my issue is related to compliance, contracts, or EPA?

You should contact Nada Ibrahim, Head of Compliance. She will guide you on programme rules, break in learning, and End Point Assessment processes.

### What if I have technical issues?

You should contact Muhammed El Masry, Head of IT Systems, for support with login, access, or system-related issues.



## Attendance Reporting

### How is my attendance recorded?

In attendance mode, your attendance is recorded automatically for each live session as 2.5 hours. This includes preparation and reflection time.

### What happens if I miss a session?

You must attend a catch-up session or a one-to-one session with your coach. Watching the recording alone does not count towards attendance.

### Is there a minimum attendance requirement?

Yes, you must maintain at least 85% attendance. Maximum allowed absence is 15%.

### Will my employer see my attendance?

Yes, attendance is reported to your line manager for monitoring and support.

## Being Busy and Flexibility

### What if I am too busy at work to keep up with the programme?

Speak to your coach early. Support and adjustments can be provided.

### Can my learning plan be adjusted?

Yes. Your coach can help redesign your plan, adjust workload, and align learning with your job.

### Can deadlines be flexible?

Deadlines are important for compliance, but where there are genuine challenges, early communication is key. Your coach and the team will support you in finding a practical solution.

## Final Advice

If unsure, communicate immediately. Support is always available. You are not expected to manage challenges on your own.



## Professor Yousef Sultan

### Performance Delivery Manager & Designated Safeguarding Lead



[Yousef.Sultan@kentbusinesscollege.com](mailto:Yousef.Sultan@kentbusinesscollege.com)  
[Safeguarding@Kentbusinesscollege.com](mailto:Safeguarding@Kentbusinesscollege.com)

Professor Yousef Sultan oversees the quality of teaching, learning, and overall programme delivery. His role is to ensure that the programme meets high standards and delivers a strong learning experience.

He is also a Designated Safeguarding Lead and acts as a senior escalation point.

#### You should contact Professor Yousef if:

You have concerns about the quality of training or delivery

You need to escalate issues related to coaching, teaching, or programme performance

You require senior-level support or intervention

His role is to ensure that any concerns are addressed professionally, fairly, and promptly.



## Muhammed El Masry

### Head of IT Systems



[Mohamed.Elmasry@kentbusinesscollege.com](mailto:Mohamed.Elmasry@kentbusinesscollege.com)

Muhammed is responsible for all technical systems and platforms used within the apprenticeship, including access to learning systems and digital tools.

#### You should contact Muhammed if:

- Your apprentice is experiencing issues with logging in or accessing systems
- There are technical problems affecting learning or progress
- Support is required with digital platforms or tools
- Timely resolution of technical issues is essential to maintaining progress, and his role is to ensure uninterrupted access to learning systems.



## Youmna Ibrahim

Engagement Manager



[Youmn@kentbusinesscollege.com](mailto:Youmn@kentbusinesscollege.com)

Youmna is your main point of contact for all aspects of learner engagement and enrichment activities. She is responsible for organising events such as the London masterclasses and supporting access to learner benefits, including transportation arrangements for face-to-face sessions.

### From an employer perspective, you can contact Youmna if:

- You require information about masterclass events or attendance
- You want to support your apprentice's engagement with enrichment activities
- There are queries related to learner experience, additional resources, or engagement initiatives
- She plays a key role in ensuring that your apprentice benefits from the wider programme beyond core delivery.



## Tina Wright

Employer Engagement Officer & Designated Safeguarding Lead



[Tina.Wright@kentbusinesscollege.com](mailto:Tina.Wright@kentbusinesscollege.com)

[Safeguarding@Kentbusinesscollege.com](mailto:Safeguarding@Kentbusinesscollege.com)

Tina is your primary contact for employer engagement and workplace alignment. She works closely with you to ensure that the apprentice's role, responsibilities, and environment meet the requirements of the apprenticeship.

She is also a Designated Safeguarding Lead, meaning she is responsible for handling any concerns related to wellbeing, safety, or safeguarding.

### You should contact Tina if:

- You need support aligning the apprentice's role with the standard
- You have concerns about the apprentice's wellbeing, behaviour, or workplace environment
- You require guidance on employer responsibilities or engagement
- Tina ensures that both the employer and apprentice are supported appropriately and that any safeguarding concerns are handled with confidentiality and urgency.



## Nada Ibrahim

### Head of Compliance



[Nada.Ibrahim@kentbusinesscollege.com](mailto:Nada.Ibrahim@kentbusinesscollege.com)

Nada oversees all compliance and regulatory aspects of the apprenticeship programme. This includes ensuring that the programme aligns with Department for Education requirements and that all formal processes are managed correctly.

#### You should contact Nada if:

- You have questions about programme rules or funding requirements
- You need to discuss a Break in Learning (BIL)
- There are changes in employment status or apprentice circumstances
- You require clarification regarding Gateway or End-Point Assessment (EPA)
- Her role is to ensure that your apprenticeship remains compliant and that you are guided correctly through all formal stages of the programme



## Graham Heath

### Head of Quality



[Graham.Heath@Kentbusinesscollege.com](mailto:Graham.Heath@Kentbusinesscollege.com)

Graham Heath is the Head of Quality Management at Kent Business College. He provides strategic oversight of quality assurance, compliance, audit readiness and continuous improvement across the College's apprenticeship provision.

#### You should contact Graham if:

- The quality of teaching, coaching or learning support you are receiving.
- The fairness or consistency of assessment, marking or feedback.
- Delays or issues with assignment feedback, progress reviews or learner support.
- Concerns about whether your programme is meeting the expected apprenticeship standards.
- A formal complaint, appeal or quality-related concern.
- Suggestions for improving the learner experience, teaching quality or programme delivery.
- Any issue where you feel the normal support route has not worked and you need the matter reviewed independently.



**Kent  
Business  
College**

## Find Us At :

- Kent Business College is a Limited Liability Company, incorporated in the UK in 2016
- Registration no. 10367575
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- CPD Membership no. is 19054
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