

Employer Commitment Charter

Partners in Growth Committed to Excellence

Marketing Executive **Level 4** with
CIM Certificate **Level 4** in Professional
and Digital Marketing





Welcome

Thank you for partnering with Kent Business College to support your apprentice on the Marketing Executive Level 4 Apprenticeship programme. We are delighted to be working with you and look forward to building a strong, collaborative relationship that delivers real value to your organisation.

As an employer or line manager, you are about to play a pivotal role in shaping the development of your apprentice. This programme is designed not only to build their marketing knowledge, but to develop them into a confident, capable, and commercially aware marketing professional who can contribute meaningfully to your business.

The apprenticeship combines practical workplace experience with structured learning, ensuring that your apprentice can apply what they learn directly within their role from day one. This integrated approach is what drives both learner success and organisational impact.

Throughout the programme, your apprentice will develop a strong foundation in key areas such as marketing strategy, customer behaviour, digital channels, and campaign delivery. In parallel, they will be working towards the Chartered Institute of Marketing Level 4 Certificate in Professional and Digital Marketing, a highly respected qualification within the industry. This dual approach ensures that they gain both professional recognition and practical competence that benefits your organisation.

Your apprentice will be supported by a dedicated coach who will guide their learning, monitor progress, and ensure they are developing the required knowledge, skills, and behaviours. However, your role is equally important. Your support in providing meaningful work, engaging in progress reviews, and encouraging the application of learning will be critical to their success.

The programme includes a range of learning activities such as workshops, assignments, and practical projects, all designed to align with your business context. By supporting your apprentice to engage fully with these activities, you will enable them to develop skills that can be directly applied within your organisation. This apprenticeship requires commitment, consistency, and a proactive approach—from both the apprentice and you as their employer. Success is not simply about completing training; it is about developing capability, improving performance, and delivering measurable impact. We encourage you to actively engage with the programme, provide feedback, and support your apprentice in making the most of this opportunity.

By the end of the programme, your apprentice will not only have achieved a recognised qualification, but will also be better equipped to contribute strategically, take on greater responsibility, and support the growth of your organisation.

We are excited to work in partnership with you and to support both you and your apprentice throughout this journey.



Kent Business College

Every successful apprenticeship begins with a strong partnership between employer and provider. For many organisations across the United Kingdom, that journey begins with Kent Business College. Established in 2016, the College was founded with a clear and purposeful vision: to create a model of education that is fully aligned with the realities of the modern workplace.

As an employer, you will recognise that traditional education models do not always translate into workplace performance. Kent Business College was established to address this gap. The focus has always been on delivering programmes that combine academic knowledge with practical application, ensuring that apprentices develop skills they can apply immediately within your organisation. This approach enables you to see tangible value from the apprenticeship from an early stage.

Over time, this vision has evolved into a strong reputation within the apprenticeship sector. Kent Business College is now recognised as a leading provider of both the Marketing Executive Level 4 and Marketing Manager Level 6 programmes. This position has been achieved through a consistent commitment to quality, a deep understanding of employer needs, and a strong track record of delivering successful outcomes.

At present, the College supports a growing community of approximately six hundred apprentices across its programmes. From an employer perspective, this reflects both scale and experience. These apprentices represent a wide range of organisations, sectors, and career stages. Some are at the beginning of their marketing careers, while others are progressing into more senior roles. What connects them is the opportunity to develop professionally while contributing to their organisations.

The programmes have been carefully designed with employers in mind. They are aligned with the expectations of the Department for Education, industry standards, and the quality benchmarks required for high-performing apprenticeship provision. For you, this means confidence that the programme is structured, compliant, and focused on delivering real outcomes—not just qualifications.

A defining feature of Kent Business College is its strong employer partnership model. You are not simply receiving a training service; you are part of a collaborative process. Employers contribute to programme design, participate in progress reviews, and help shape the learning experience to ensure it remains relevant and impactful. This ensures that your apprentice is developing skills that are directly aligned with your business needs.

Equally important is the culture that underpins the College's approach. There is a strong emphasis on professionalism, accountability, and support. Apprentices are treated as developing professionals, and their progress is closely monitored to ensure they are meeting expectations. Their wellbeing is also prioritised, recognising that a supported learner is more likely to succeed and contribute effectively in the workplace.

For you as an employer, this means working with a provider that understands the importance of quality, partnership, and outcomes. The focus is not only on helping your apprentice complete the programme, but on ensuring they develop into a capable professional who can add value to your organisation.

Ultimately, Kent Business College aims to support you in developing talent that is skilled, confident, and ready to contribute—ensuring that your investment in the apprenticeship delivers meaningful and lasting impact.



British Values in the Apprenticeship

At Kent Business College, we are committed to promoting and embedding British Values throughout our apprenticeship programmes. These values are fundamental to preparing apprentices not only as skilled professionals, but also as responsible, respectful, and active members of society and the workplace.

In line with guidance from the Department for Education and Ofsted, the core British Values are:

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

Democracy

Apprentices are encouraged to express their views, contribute to discussions, and provide feedback on their learning experience.

Employers play a key role by creating an open environment where apprentices feel confident to share ideas and participate in decision-making where appropriate.

The Rule of Law

The Rule of Law policies, and legal frameworks within the workplace. This includes awareness of organisational procedures, professional standards, and compliance requirements such as health and safety, data protection, and ethical conduct.

Individual Liberty

We promote a culture where apprentices are empowered to take ownership of their learning and career development. Employers are encouraged to support apprentices in making informed choices, setting goals, and developing confidence in their professional identity.

Mutual Respect

Mutual Respect is at the heart of effective working relationships. Apprentices are expected to demonstrate professionalism, courtesy, and consideration towards colleagues, customers, and stakeholders. Employers should model and reinforce a respectful and inclusive workplace culture.

Tolerance of Different Faiths and Beliefs

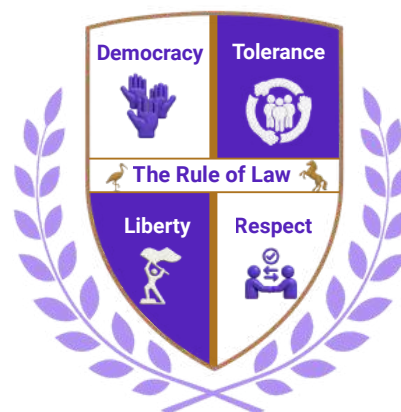
Tolerance of Different Faiths and Beliefs , We actively promote equality, diversity, and inclusion. Apprentices are encouraged to value different perspectives and backgrounds, and employers are expected to provide a safe and supportive environment free from discrimination, bullying, or harassment.

Employer responsibilities , As an employer, you play a vital role in reinforcing British Values within the workplace. This includes:

- Modelling appropriate behaviours and professional standards
- Supporting apprentices to understand workplace expectations and responsibilities
- Encouraging open communication and respectful dialogue
- Promoting equality, diversity, and inclusion in day-to-day activities
- Addressing any behaviours that may conflict with these values promptly and appropriately
- Our commitment

Kent Business College embeds British Values across all aspects of delivery, including teaching sessions, coaching, progress reviews, and safeguarding practices. These values are also aligned with our wider commitment to learner wellbeing, professional conduct, and preparing apprentices for successful and ethical careers.

By working in partnership with employers, we ensure that apprentices develop not only the knowledge and skills required for their role, but also the behaviours and values expected in modern British workplaces.





Safeguarding and Learner Wellbeing

Kent Business College is committed to safeguarding and promoting the welfare, safety and wellbeing of all apprentices undertaking our apprenticeship programmes and CIM qualifications. Safeguarding is central to the way we work with employers, line managers and apprentices, and is embedded throughout the learner journey from enrolment and induction through to progress reviews, workplace learning, coaching, assessment preparation and achievement.

As apprentices develop their professional skills in both the workplace and the college environment, safeguarding is a shared responsibility between Kent Business College, the apprentice and the employer. We expect all employers and line managers to provide a safe, respectful and inclusive workplace where apprentices are protected from harm, abuse, neglect, bullying, harassment, discrimination, exploitation, radicalisation and any behaviour that may affect their welfare, confidence or progress.

Line managers play a vital role in recognising early signs that an apprentice may need support. This may include changes in attendance, behaviour, communication, work performance, confidence, wellbeing or engagement with learning. Kent Business College asks employers to raise concerns promptly and work in partnership with the College so that apprentices receive the right support at the right time. Concerns should never be ignored or treated as purely performance related where there may be an underlying welfare or safeguarding issue.

Kent Business College ensures that safeguarding is not treated as a tick box exercise, but as an active part of high quality apprenticeship delivery. Apprentices receive safeguarding information through induction, coaching sessions, progress reviews, learner voice activities and wider personal development topics including British Values, Prevent awareness, equality, diversity and inclusion, online safety, professional conduct and wellbeing. This helps apprentices understand how to keep themselves and others safe in the workplace, online and within wider society.

Employers and line managers are expected to support this safeguarding culture by maintaining appropriate professional boundaries, encouraging apprentices to speak openly, responding respectfully to concerns and following agreed reporting routes. Where a concern is identified, Kent Business College will work sensitively and professionally with the apprentice, employer and relevant external agencies where appropriate. All safeguarding concerns are managed confidentially, recorded securely and escalated in line with College safeguarding procedures.

Our aim is to ensure that every apprentice feels safe, listened to, respected and able to succeed. Through strong partnership with employers and line managers, Kent Business College creates a learning environment where apprentices can develop their marketing knowledge, professional confidence and CIM qualification outcomes while being protected, supported and valued throughout their apprenticeship journey.

Apprenticeship in a Nutshell

When you engage in an apprenticeship, you are adopting a model of learning that is fundamentally different from traditional education. Rather than separating study from work, apprenticeships are designed to **integrate learning directly into the workplace**, enabling your apprentice to develop professionally while actively contributing to your organisation.

embedded within your business. Your apprentice is a member of your team with real responsibilities, while also undertaking structured learning supported by coaching, teaching, and assessment. This dual approach ensures that development is both **intentional and aligned with recognised professional standards**.





1 Welcome to Apprenticeships World

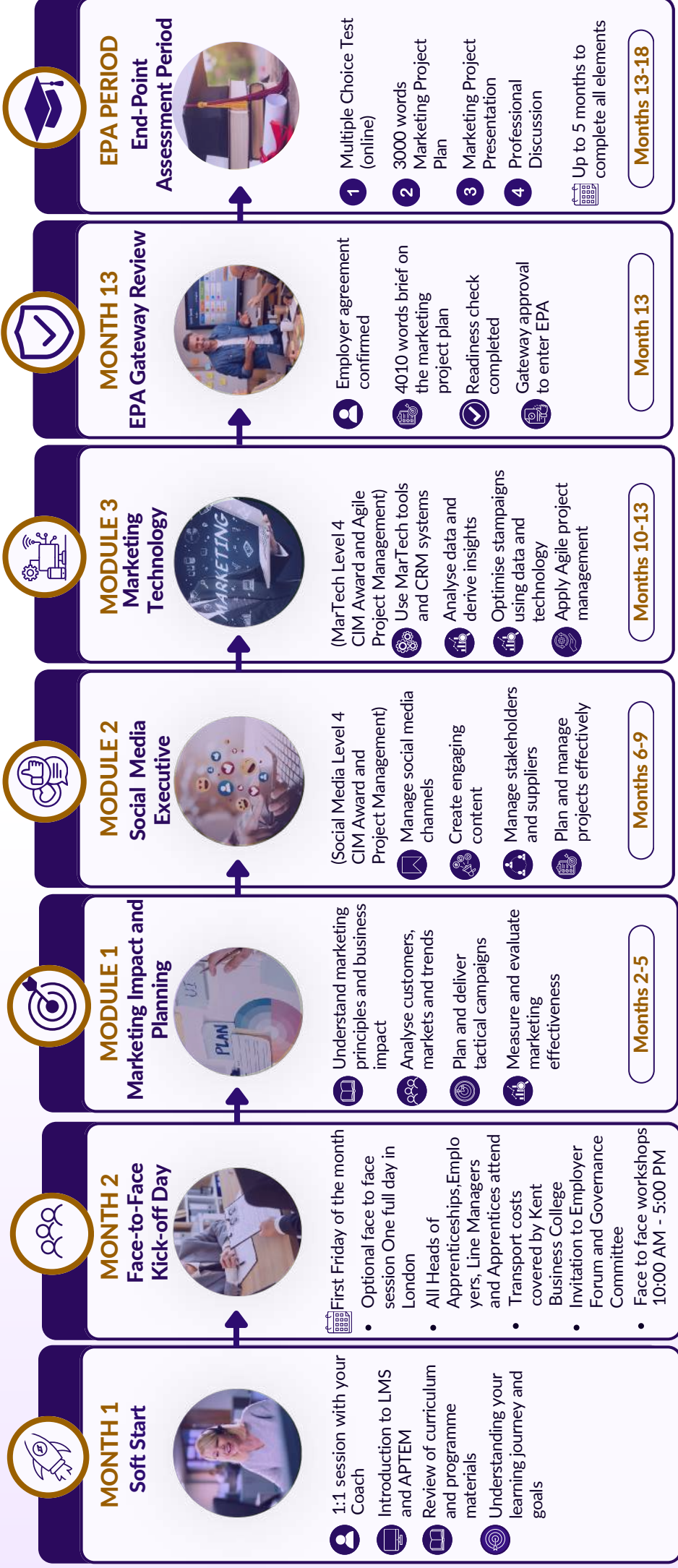
When you engage in an apprenticeship, you are adopting a model of learning that is fundamentally different from traditional education. Rather than separating study from work, apprenticeships are designed to integrate learning directly into the workplace, enabling your apprentice to develop professionally while actively contributing to your organisation.

As an employer, this means that the apprenticeship is not an external training activity—it is embedded within your business. Your apprentice is a member of your team with real responsibilities, while also undertaking structured learning supported by coaching, teaching, and assessment. This dual approach ensures that development is both intentional and aligned with recognised professional standards.



MARKETING EXECUTIVE LEVEL 4 LEARNER JOURNEY

Your Journey from Induction to Professional Marketing Executive



SUPPORT THROUGHOUT YOUR JOURNEY



1:1 coaching, resources, workshops, progress reviews and employer support

OFF-THE-JOB TRAINING



At least 7-8 hours per week structured learning and development

SUCCESS OUTCOME



Become a confident, capable and impactful Marketing Executive



PROFESSIONAL MARKETING EXECUTIVE

Deliver impact. Drive growth. Shape the future.



◆ Learning Through Real Work

One of the key strengths of the apprenticeship model is that learning is immediately relevant. Concepts such as customer segmentation, campaign planning, or digital analytics are not taught in isolation. Instead, your apprentice applies these concepts to real customers, live campaigns, and actual business challenges within your organisation.

For you, this creates a direct link between training and performance. The knowledge your apprentice gains is continuously applied, resulting in practical improvements, measurable outputs, and increasing capability over time.

◆ Off-the-Job Training: Your Role and Expectations

A core component of the apprenticeship is off-the-job training, which must account for a minimum of 7 off the job hours per week on average. As an employer, your role is to support and protect this time to ensure that meaningful learning takes place.

Off-the-job training does not necessarily mean that the apprentice is away from the workplace. It refers to activities that are focused on development rather than routine responsibilities. These activities are essential in ensuring that your apprentice is gaining new knowledge and skills, rather than simply repeating existing tasks.

For a Marketing Executive Level 4 apprentice, off-the-job training may include:

- Attending live teaching sessions or workshops
- Engaging with structured learning materials and guided study
- Completing assignments linked to workplace activities
- Participating in coaching or reflective discussions
- Analysing marketing campaigns or researching industry trends
- Developing proposals or strategies as part of their learning

Your support in enabling these activities ensures that learning is continuous, structured, and aligned with the apprenticeship standard.

◆ Gateway: Confirming Readiness for Final Assessment

As the programme progresses, your apprentice will approach a key milestone known as Gateway. This is a formal decision point where it is confirmed that the apprentice is ready to move forward to final assessment.

Gateway is a joint decision between you, the apprentice, and the training provider. It is based on:

- Evidence of progress across Knowledge, Skills, and Behaviours (KSBs)
- Completion of required learning and assignments
- Demonstrated competence within the workplace

Your role at this stage is critical. You will be asked to confirm that your apprentice is performing at the expected level and is ready to demonstrate their capability independently.

Reaching Gateway is a significant milestone, indicating that the apprentice has successfully completed the learning phase and is ready for final assessment.





◆ End-Point Assessment (EPA): Demonstrating Professional Competence

Following Gateway, the apprentice enters the End-Point Assessment (EPA). This is the final stage of the apprenticeship and is conducted by an independent assessment organisation to ensure fairness and consistency.

The purpose of the EPA is to confirm that the apprentice can perform effectively in their role as a Marketing Executive, using the knowledge, skills, and behaviours developed throughout the programme.

The EPA typically includes:

- A portfolio of evidence, showcasing work completed during the apprenticeship
- A professional discussion or interview, where the apprentice explains their work, decisions, and impact

For you as an employer, this stage reflects how well the apprentice has been developed within your organisation. It is not simply an academic exercise—it is an assessment of real workplace competence and professional capability.

◆ Workplace Activities as Evidence of Development

Throughout the apprenticeship, your apprentice will engage in a wide range of activities that contribute to both their development and your business. These may include:

- Supporting the planning and delivery of marketing campaigns
- Creating and managing digital and social media content
- Analysing performance data and reporting on results
- Contributing to customer insights and market research
- Supporting branding and communication strategies

Over time, these activities become more than day-to-day tasks. They form part of the apprentice's portfolio of evidence, demonstrating their growth, capability, and impact.

◆ The Outcome for Your Organisation and Your Apprentice

By the end of the apprenticeship, your apprentice will not only have achieved a recognised qualification but will also have developed into a more capable and confident marketing professional.



For your organisation, this means:



Increased capability within your marketing function



Improved performance and contribution from the apprentice



Development of internal talent aligned to your business needs



For the apprentice, it means:



Practical experience and demonstrated competence



Professional recognition



Readiness for progression and increased responsibility

1-Welcome to Apprenticeships World

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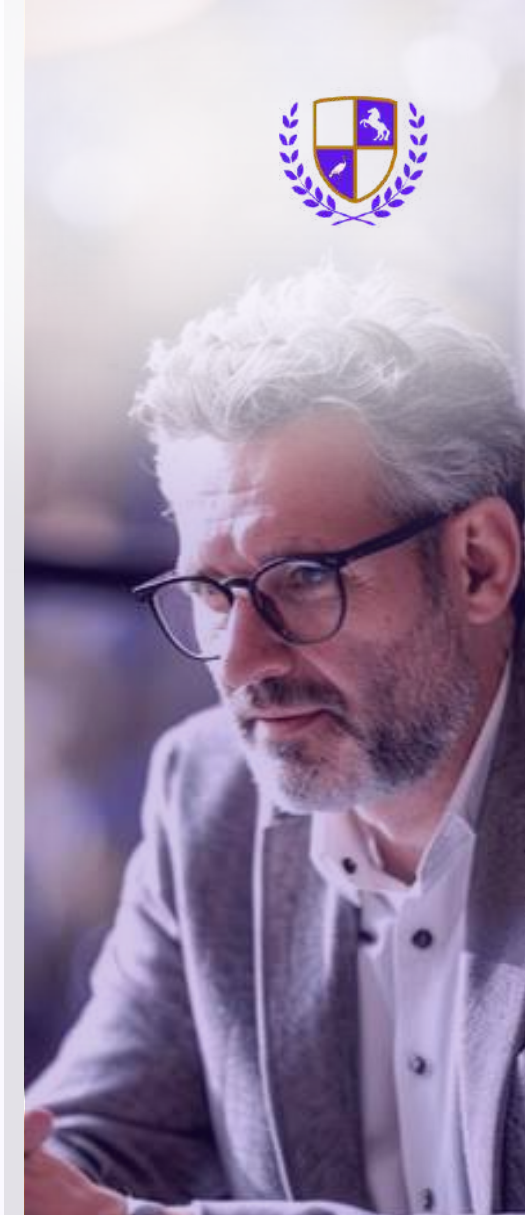
2 Employer Partnership Model and Responsibilities

As an employer and line manager, your role within this apprenticeship is central to its success. This programme has been designed on the principle that apprenticeships deliver the greatest value when learning is fully integrated into the workplace and aligned to your organisational objectives. The expectations outlined in this section are therefore not administrative in nature –they are intended to ensure that your apprentice develops meaningful capability while contributing to your business performance.

The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing Level 4 Certificate in Professional and Digital Marketing, operates through a structured partnership between you as the employer, your apprentice, and the training provider. This approach reflects the expectations of Our Quality Criteria, which requires employers to play an active and accountable role in the design, delivery, and evaluation of apprenticeship training.



In practical terms, this means that your involvement is essential in ensuring that learning is relevant, applied, and impactful. You are not simply supporting the apprentice—you are enabling them to translate learning into measurable outcomes within your organisation.



2.1 The Partnership Model: Your Role in a Tripartite Approach

This programme is delivered through a three-way partnership. Each party has clearly defined responsibilities, but the effectiveness of the apprenticeship depends on how well these roles are integrated.

Stakeholder	Your Relationship with Them	What This Means in Practice
You (Employer / Line Manager)	Workplace mentor and performance leader	You provide the environment, opportunities, and direction for applied learning
Apprentice	Developing marketing professional	They apply learning in your organisation and contribute to business outcomes
Training Provider	Learning and compliance partner	They deliver training, monitor progress, and support you and your apprentice

You should expect regular communication with the training provider and active involvement in reviewing progress, shaping learning activities, and ensuring that the apprenticeship aligns with your business priorities.



2.2 Your Responsibilities as an Employer / Line Manager

Your role is to ensure that the apprenticeship is not separate from the job, but fully embedded within it. This requires a combination of strategic oversight and day-to-day support.

From a strategic perspective, you should ensure that your apprentice's role is appropriate for the programme and provides sufficient exposure to marketing activities. The apprenticeship is designed to develop competencies in areas such as digital marketing, campaign planning, analytics, and customer engagement. Your support in providing access to these activities is essential.

Operationally, you are expected to support the apprentice's learning journey by enabling time for training, participating in structured reviews, and providing ongoing feedback. Your engagement will directly influence both the apprentice's success and the return on investment for your organisation.








As an employer, you are expected to:

-  Ensure the apprentice's role aligns with the Marketing Executive Level 4 standard
-  Provide access to meaningful marketing activities and projects
-  Support and protect the required off-the-job training time (minimum 20%)
-  Attend and actively contribute to progress reviews
-  Provide regular coaching, mentoring, and performance feedback
-  Engage with quality assurance processes and provide feedback on the programme
-  Participate in employer forums or governance opportunities where possible

2.3 What You Should Expect from Your Apprentice

Your apprentice is expected to take ownership of their development and demonstrate a professional approach to learning. However, their ability to succeed will depend significantly on the environment and support you provide.

You should expect your apprentice to engage fully with both the training and workplace elements of the programme, apply their learning in practice, and contribute to your organisation's objectives.

-  Attend and actively participate in all training sessions
-  Complete assignments and portfolio work on time
-  Apply learning directly within their role
-  Maintain accurate records of off-the-job training
-  Engage in reflective practice and continuous improvement
-  Prepare for Gateway and End-Point Assessment



2.4 What You Should Expect from the Training Provider

The training provider is responsible for delivering the structured learning element of the programme and ensuring that all regulatory and quality requirements are met. They will work closely with you to support both you and your apprentice throughout the programme.

You should expect the provider to maintain regular communication, provide clear guidance, and ensure that your apprentice is progressing as expected.



Deliver a curriculum aligned to the apprenticeship standard and CIM qualification



Monitor and report on apprentice progress



Provide support where there are risks to progress



Prepare the apprentice for Gateway and End-Point Assessment



Schedule and lead progress reviews



Engage with you to ensure the programme meets your organisational needs

2.5 Your Role as a Line Manager: Key Expectations

As a line manager, your day-to-day involvement is one of the most important factors influencing the success of the apprenticeship. Your role goes beyond supervision—you are expected to support development, provide context, and help the apprentice translate learning into performance.

Effective line managers create an environment where learning is encouraged, feedback is constructive, and development is aligned with organisational goals.

Your apprentice will be expected to:



Engage proactively with the apprenticeship and respond to communications



Support your apprentice through regular coaching and development discussions



Link learning activities to your organisation's objectives and KPIs



Provide clear, constructive, and timely feedback



Champion the apprenticeship within your organisation










2.6 Commitment to Apprenticeship Principles

By participating in this programme, you are committing to the core principles of apprenticeships as defined by the Department for Education. These principles ensure that the apprenticeship delivers meaningful and sustained value.

This includes supporting substantial new learning, ensuring that training is integrated into the workplace, and enabling the apprentice to develop over time rather than through short-term training interventions.

Your commitment includes:



-  Supporting the development of new knowledge, skills, and behaviours
-  Enabling the application of learning in real work contexts
-  Allowing time for structured and sustained development
-  Taking an active role in shaping and improving the programme
-  Supporting the apprentice through to successful End-Point Assessment

2.7 Accountability and Our Quality Criteria Expectations

From an Our Quality Criteria perspective, your involvement in the apprenticeship is a key indicator of programme quality. Inspectors will expect to see clear evidence that you are engaged, informed, and actively supporting the apprentice’s development.

You should be prepared to demonstrate how the apprenticeship is benefiting both the apprentice and your organisation.

Evidence of your engagement may include:

-  Participation in progress reviews
-  Engagement in employer feedback processes
-  Feedback provided on apprentice performance
-  Contribution to wider programme development activities
-  Evidence of workplace application of learning



3 Programme Positioning, Intent, Implement, and Impact

3.1 Strategic Intent and Programme Purpose

For an Employer/Line Manager Guide, the strategic intent of this combined programme should be stated plainly: it exists to help employers build capable, digitally fluent marketing practitioners who can translate business objectives into measurable campaign activity, while giving apprentices a credible route into sustained progression in the marketing profession. That framing is strongly aligned to current inspection expectations from Our Quality Criteria[1], which emphasise engagement with employers, curriculum design that responds to skills needs, and clear evidence that learning prepares apprentices for employment, progression and impact. [2]

The labour-market case is concrete rather than generic. In the United Kingdom[3], “advertising and marketing associate professionals” are currently classified as an elevated-demand occupation; in the advertising and marketing subsector, official skills-gap density was 15.3% of the workforce, far above the creative-industries average of 4.9%; and employers are operating in a more digital, AI-enabled environment, with 31% of employers currently using AI and 21% expecting AI-skills demand to rise over the next 12 months. These pressures make a combined work-based and professionally benchmarked programme strategically defensible for employers seeking productivity, capability and retention gains. [4]

The combined model also has a distinctive design logic. The apprenticeship standard secures occupational competence through work, off-the-job learning and end-point assessment; the Level 4 qualification from The Chartered Institute of Marketing[5] adds externally validated breadth in marketing impact, integrated campaigns, responsible marketing and digital specialisms such as content, SEO, MarTech and social media. Together, they address the well-documented gap between employer demand for strategic, technical and soft skills and what entry-level marketers often lack.

Assumptions: employer sector, employer size, cohort size, delivery pattern and final choice of CIM elective modules are unspecified. Where provider- or sector-specific detail is unavailable, this report uses official occupational and sector proxies.

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<https://skillsengland.education.gov.uk/apprenticeships/st0596-v1-0>



Why the programme exists ?

The occupational purpose of the Level 4 Marketing Executive apprenticeship is to help an employee “shape, support and deliver marketing plans” under strategic direction, with responsibility for channels, campaigns, materials, research, stakeholder liaison and events. In other words, it is designed for a real operational role, not a classroom simulation. The standard recognises marketing as a cross-sector business function, relevant in agency and in-house settings alike, and places equal weight on audience understanding, communication, project discipline and evaluation. [7]

The CIM Level 4 Certificate has a parallel purpose: to establish the knowledge, skills and understanding required to perform successfully as a marketing executive, using a flexible four-module structure built around Marketing Impact plus employer-relevant options including Responsible Marketing, Planning Integrated Campaigns, Content Marketing, SEO, MarTech and Social Media Marketing. This matters strategically because employers do not only need someone who can “do tasks”; they need someone who understands why particular channels, messages, data and technologies should be used. [8]

Peer-reviewed literature supports this combined intent. Marketing education research consistently finds that employers want entry-level marketers who can combine conceptual marketing knowledge with communication, problem-solving, analytics and tool-based digital capability, and that a persistent theory-practice gap remains if programmes do not integrate workplace learning with applied assessment. More recent work on early-career capability development likewise shows that employers value work-based learning because it develops professional behaviours and future-work capability in context, not just knowledge in isolation. [9]



CIM **CIM LEVEL 4 CERTIFICATE COMPLEMENTARY, NOT DUPLICATIVE.**



The CIM Level 4 Certificate is complementary rather than duplicative. It is a 50-credit qualification with approximately 500 hours of total qualification time and 400 guided learning hours.



MARKETING IMPACT
(Test is Waived with apprenticeships)

70 QUESTIONS / OVER 120 MINUTES

Deeper evaluation of strategic impact and decision-making.



3 OTHER MODULES

45 QUESTIONS / OVER 90 MINUTES

Focus on applied knowledge and core competencies.

TWO FORMS OF ASSURANCE. ONE RECOGNISED STANDARD.

Applied occupational competence through apprenticeship assessment

Standardised knowledge validation through an external professional body



Alignment to employer and business need

An Our Quality Criteria-aligned intent statement must show explicit employer relevance. The current FE and skills inspection toolkit says inspectors look for leaders who engage stakeholders to understand skills needs, involve them in curriculum design, and plan and deliver curriculum so that learners and apprentices gain useful skills for employment, further training and study. For an employer guide, that means the section should explicitly connect the programme to live commercial priorities such as demand generation, campaign delivery, customer insight, martech adoption, compliance and stakeholder management. [10]

The business rationale is reinforced by official labour-market evidence. Department for Education[11] data show 250,500 skill-shortage vacancies across the UK in 2024, while 12% of employers still reported skills gaps in their workforce and employer spend on training had fallen to £1,700 per employee, down from £1,960 in 2022. That pattern matters for line managers: when formal training investment is under pressure, a levy-funded apprenticeship coupled with a recognised professional qualification becomes a practical way to rebuild capability without relying on ad hoc learning. [12]

For marketing specifically, the clearest official proxy comes from Department for Culture, Media and Sport[13] sector analysis. The advertising and marketing subsector recorded 15.3% skills-gap density, much higher than the creative-industries average, and employers with skills gaps disproportionately reported deficits in specialist role knowledge, creative and innovative thinking, advanced IT skills, persuading and influencing, and presentations. Those are exactly the areas a line manager would expect a modern marketing executive to strengthen. [14]

Digital transformation makes the case even stronger. Official research shows AI is already used by 31% of employers, marketing is one of the most common organisational functions for AI use or planned use, and limited AI skills remain a material barrier to adoption. Separately, data from the Office for National Statistics[15] show internet sales still accounted for 27.5% of total retail sales in February 2026. For employers, that means the programme's emphasis on channels, analytics, content, search and martech is not optional enrichment; it is a response to how contemporary demand is created, measured and optimised. [16]

3.2 Curriculum Delivery and Professional Development



As an employer, it is important that you understand how the curriculum is structured and how it supports the development of a competent and confident Marketing Executive. This programme has been designed to go beyond the minimum requirements of the apprenticeship standard by integrating academic rigour, professional qualifications, and applied workplace learning.

The Marketing Executive Level 4 Apprenticeship is combined with the Chartered Institute of Marketing Level 4 Certificate in Professional and Digital Marketing. This ensures that your apprentice is not only meeting occupational standards but is also gaining a recognised industry qualification, enhancing both their capability and your organisation's credibility.

Our esteemed, outstanding provision is characterised by a rich, well-sequenced curriculum that develops learners beyond the minimum standard. This programme has therefore been carefully structured to build knowledge, skills, and behaviours progressively, while offering additional professional development opportunities.





3.2.1 Programme Structure and Module Design

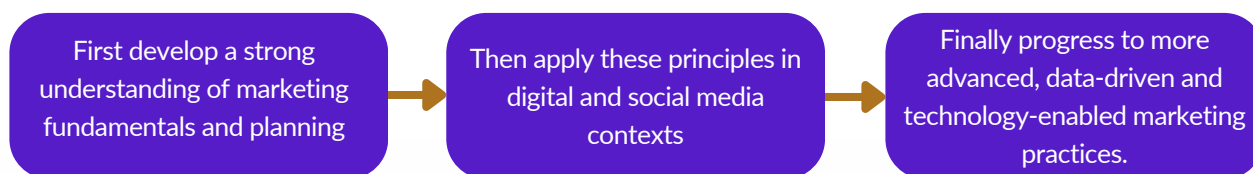
The curriculum is delivered over three core modules, each designed to build on the previous one and develop increasingly advanced marketing capabilities. This structured approach ensures that your apprentice progresses from foundational knowledge to more strategic and technical competencies.

The three core modules are:

Module	Duration	Focus
Marketing Impact and Planning	4 months	Core marketing principles, strategy, customer understanding, and campaign planning
Social Media Executive	4 months	Digital marketing execution, content creation, platform management, and engagement strategies
Marketing Technology (MarTech)	4 months	Data-driven marketing, analytics, automation tools, and performance optimisation

The sequencing of these modules is intentional.

Your apprentice will:



This progression supports the development of a well-rounded marketing professional who can operate effectively across multiple areas of your organisation.

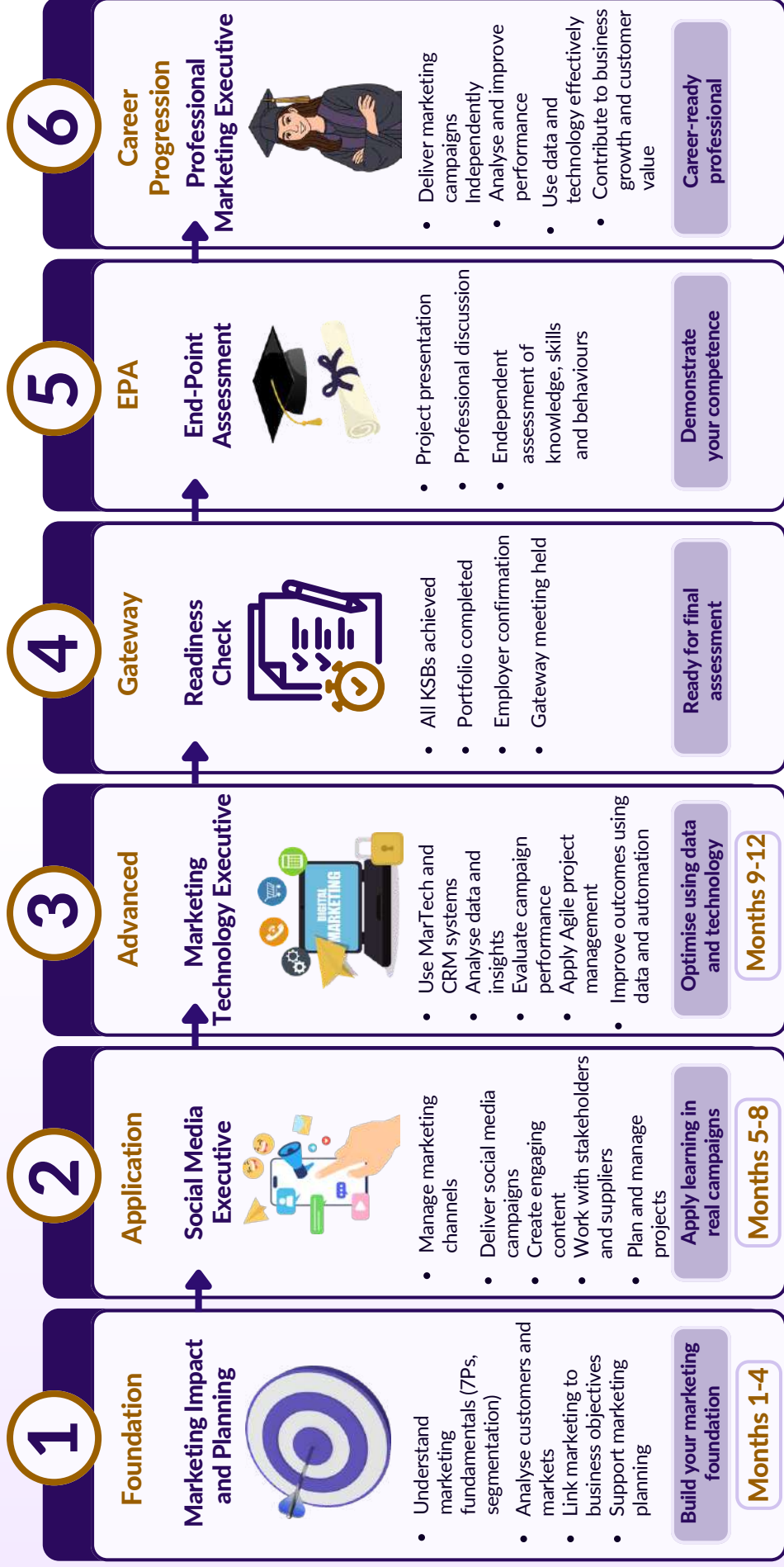
3.2.2 Curriculum Sequence and Progression

The Marketing Executive Level 4 programme is intentionally designed and sequenced over a 12-month period to develop apprentices from foundational understanding through to applied digital and technology-enabled marketing practice.

The curriculum is structured across three core modules: Marketing Impact and Planning, Social Media Executive, and Marketing Technology Executive. Each module builds progressively on the knowledge, skills, and behaviours developed in the previous stage, ensuring that apprentices move from understanding core principles to delivering measurable business impact.

YOUR APPRENTICESHIP JOURNEY

Marketing Executive Level 4 – From Learning to Professional Impact



CONTINUOUS THROUGHOUT YOUR JOURNEY

OFF-THE-JOB TRAINING

7-8 hours per week of structured learning, workshops and independent study.



WORKPLACE LEARNING

Apply your learning to real projects and marketing activities in your role.



PROGRESS REVIEWS

Tripartite reviews every 10 weeks with your coach and line manager to track progress.



COACHING & REFLECTION

Monthly 1:1 coaching and reflective reports to support your development.



SAFEGUARDING, WELLBEING & INCLUSION

Your safety, wellbeing and inclusion are our priority. Support is available at every stage of your journey.

KSB DEVELOPMENT

Build your Knowledge, across all areas of the standard.

FUTURE CAREER PATHS



Senior Marketing Executive



Progression to Level 6 Marketing Manager/CIM Level 6 Diploma



Specialist Role (Digital, CRM, Data, Content, Brand)



Module 1: Marketing Impact and Planning (Months 1-4)

Foundation Stage – Understanding Marketing Principles and Business Context

This module establishes the core foundations of marketing by developing the apprentice's understanding of marketing theory, organisational context, and the role of marketing within the wider business. Apprentices begin by exploring the extended marketing mix, segmentation, branding, and customer behaviour, while also understanding how marketing aligns with organisational objectives and sector requirements.

At this stage, apprentices are introduced to structured planning approaches, enabling them to understand how marketing activities are designed, implemented, and evaluated. The focus is on building confidence in analysing markets, identifying target audiences, and contributing to the development of tactical marketing plans.

This module ensures that apprentices develop a strong grounding in marketing fundamentals before progressing to more specialised and applied areas of delivery.

KSB Focus (High-Level Mapping)

Knowledge	<ul style="list-style-type: none"> The fundamentals of marketing theory that support the marketing process The concepts of brand positioning and management The characteristics and plans of the business and sector they work within How marketing contributes to achieving wider business objectives The target audience's decision making process The sector specific legal, regulatory and compliance frameworks The principles of effective market research
Skills	<ul style="list-style-type: none"> Plan and deliver tactical campaigns against SMART objectives Produce a wide range of creative and effective communications Assimilate and analyse data and information from a range of sources Evaluate data and research findings to derive insights
Behaviours	<ul style="list-style-type: none"> A creative and analytical mind A willingness to learn from mistakes A high level of professionalism, reliability and dependability

Module 2: Social Media Executive (Months 5-8)

Application Stage – Delivering Campaigns and Managing Channels

Building on the foundational knowledge developed in Module 1, this stage focuses on the practical application of marketing through social media and campaign delivery. Apprentices develop the ability to manage digital channels, create engaging content, and deliver campaigns aligned with organisational objectives.

This module integrates the CIM Social Media Award Level 4 and introduces elements of project management, enabling apprentices to plan, execute, and monitor campaigns effectively. The emphasis is on real-world application, stakeholder engagement, and managing multiple activities simultaneously.

Apprentices begin to take ownership of marketing activities, applying their knowledge to live campaigns and developing confidence in delivering measurable outcomes.



KSB Focus (High-Level Mapping)

Knowledge	<ul style="list-style-type: none"> • The features and benefits of different marketing communications channels and media • The principles of stakeholder management and customer relationship management (CRM) • The marketing landscape and how routes to market interplay most efficiently
Skills	<ul style="list-style-type: none"> • Coordinate and maintain key marketing channels • Manage the production and distribution of marketing materials • Coordinate several marketing campaigns/projects/events to agreed deadlines • Effectively liaise with, and manage, internal and external stakeholders
Behaviours	<ul style="list-style-type: none"> • A tenacious and driven approach • Being a proven self-starter • A collaborative approach • Ethical behaviour in the way they approach marketing activities

Module 3: Marketing Technology Executive (Months 9–12)

Advanced Stage – Data, Technology, and Performance Optimisation

The final stage of the programme focuses on marketing technology (MarTech) and advanced campaign optimisation. Apprentices develop the capability to use digital tools, data analytics, and systems to improve marketing performance and inform decision-making.

This module introduces Agile Project Management principles, enabling apprentices to manage marketing activities in dynamic and fast-paced environments. The focus is on data-driven marketing, automation, and the effective use of systems such as CRM and analytics platforms.

By the end of this stage, apprentices are expected to independently manage marketing activities, analyse performance, and contribute to continuous improvement within their organisation.

KSB Focus (High-Level Mapping)

Knowledge	<ul style="list-style-type: none"> • Basic principles of product development and product/service portfolios • The marketing landscape and how routes to market interplay most efficiently • The sector specific legal, regulatory and compliance frameworks
Skills	<ul style="list-style-type: none"> • Evaluate the effectiveness of marketing campaigns by choosing appropriate data sources • Monitor project budgets within their scope of work • Effectively use appropriate business systems and software • Use appropriate technologies to deliver marketing outcomes • Evaluate data and research findings to derive insights
Behaviours	<ul style="list-style-type: none"> • A creative and analytical mind • A willingness to learn from mistakes • A collaborative approach • Ethical behaviour and valuing equality and diversity



Bringing the Curriculum Together

The sequencing of the curriculum ensures a clear and structured progression from knowledge acquisition to practical application and finally to advanced, technology-enabled marketing delivery.

Apprentices begin by understanding core marketing principles, then apply these principles through campaign delivery, and ultimately develop the ability to optimise performance using data and technology. This progression supports the development of well-rounded marketing professionals who are capable of contributing to business objectives and delivering measurable impact.

This structured approach ensures that apprentices not only meet the requirements of the standard but also develop the confidence, capability, and professional behaviours expected within modern marketing roles.

Progression and career outcomes

The standard itself identifies typical outcome roles such as Marketing Executive, Marketing Officer, Marketing and Communications Officer, Communications Executive and Marketing Specialist. Skills England^[20] also maps progression from this occupation towards Market Research Executive, Digital Marketer and Marketing Manager roles. Current official salary indicators suggest a sensible progression story for employers: the occupation map gives a median salary of £31,041 for marketing executive roles; the National Careers Service^[21] gives a broad range of £23,000 to £50,000 for marketing executives and £30,000 to £65,000 for marketing managers. ^[22]

Typical timeframes should be presented as indicative rather than guaranteed. A reasonable evidence-based interpretation is: immediate progression into executive-level responsibility on completion; then, with a strong track record and usually around two or more years of operational experience, readiness for Level 6 study and movement towards manager-level responsibility. That inference is supported by CIM's Level 6 entry guidance, which accepts a Level 4 apprenticeship or Level 4 qualification and suggests two years' operational marketing experience for the diploma designed for marketing-manager capability. ^[23]

Professional recognition is another important outcome. The apprenticeship is designed to support registration as an affiliate member of CIM, while CIM membership guidance states that graded membership (Associate, Member or Fellow) opens the route to Chartered Marketer. Under the current route, that means two consecutive years of CPD plus the Chartered assessment; CIM has also signalled that its criteria will change from September 2026, so providers and employers should avoid over-promising a fixed pathway and instead present Chartership as a medium-term professional-development route. ^[24]

For the guide itself, the strongest concluding message is this: the programme's intent is not merely to "train an apprentice in marketing". It is to help employers close real capability gaps in campaign delivery, insight, digital execution and professional judgement, in an occupation that official data show is in demand, while giving the apprentice a credible route to higher responsibility, higher pay and recognised professional status. ^[25]



3.2.3 Delivery Modes: Structured Interactive and Flexible Digital Learning

The programme is delivered through two high-quality delivery models designed to meet the needs of both apprentices and employers while maintaining full compliance with apprenticeship funding rules and expectations for high-quality education. These models are intentionally designed to ensure that all apprentices, regardless of delivery mode, achieve the same level of competence, professional behaviours, and workplace impact.

Both models are underpinned by a strong emphasis on accountability, safeguarding, and measurable progress. While they differ in structure and flexibility, they are equally rigorous and require consistent engagement, evidence of learning, and active participation.

Structured Interactive Delivery Model

The Structured Interactive Delivery Model provides a highly disciplined and engaging learning experience through live, tutor-led sessions. Apprentices are required to attend all scheduled sessions, which are designed to be interactive, collaborative, and aligned with real workplace scenarios.

This model ensures that apprentices benefit from immediate feedback, structured progression, and peer interaction. Attendance is a core expectation and is automatically recorded through the learning system. A formal attendance report is shared with the employer on a monthly basis, providing full transparency and enabling early identification of any engagement concerns.

Apprentices must attend all sessions as part of their professional commitment. Where a session is missed, the apprentice is required to complete a compensatory session, either through a one-to-one catch-up or a structured group session. This ensures that no gaps in learning occur and that all Knowledge, Skills, and Behaviours are covered appropriately.

To maintain high standards of engagement and professionalism, the maximum acceptable absence threshold is set at 10%. Any absence beyond this threshold will trigger intervention and may impact progression.

This model is particularly suitable for apprentices who benefit from structured learning environments and direct interaction with tutors and peers.

Flexible Digital Delivery Model

The Flexible Digital Delivery Model provides a more adaptable approach to learning, designed for apprentices working in demanding or variable roles. While apprentices are encouraged to attend live sessions, they may, where necessary, access recorded sessions as an alternative.

In this model, learning is not measured purely through attendance but through demonstrated progress against Knowledge, Skills, and Behaviours. Apprentices are required to actively engage with recorded sessions and formally evidence their learning by recording the KSBs covered within each session using the APTEM system.

Attendance is not reported as a standalone metric in this model. Instead, engagement is monitored through the employer dashboard, where participation, activity levels, and KSB progression are visible as key performance indicators. This ensures that flexibility does not reduce accountability.

This model requires a high level of self-discipline, ownership, and professional maturity. Apprentices must take responsibility for managing their learning, evidencing their progress, and maintaining consistent engagement.



Safeguarding, Engagement, and Monitoring Expectations

Regardless of the delivery model, safeguarding and learner engagement remain a priority.

In all cases where an apprentice misses a scheduled session, they will be contacted directly to ensure their wellbeing and continued engagement. This is a safeguarding requirement and forms part of our duty of care.

Where an apprentice misses three consecutive sessions and does not respond to contact attempts, the line manager will be contacted immediately. This escalation ensures that any potential safeguarding concerns, disengagement risks, or wellbeing issues are addressed promptly and appropriately.

This approach ensures that all apprentices are supported, monitored, and safeguarded throughout their learning journey, regardless of the delivery model.

Comparison of Delivery Models

Area	Structured Interactive Delivery Model	Flexible Digital Delivery Model
Learning Approach	Live, structured, tutor-led sessions	Flexible access with live or recorded sessions
Attendance Requirement	Mandatory attendance expected	Live attendance encouraged but not mandatory
Attendance Monitoring	Automatically recorded and formally reported monthly to employer	Not reported as a standalone metric
Engagement Measurement	Attendance, participation, and completion of sessions	KSB progression, activity, and engagement via dashboard
Catch-up Requirements	Compulsory catch-up sessions (1:1 or group)	Learning covered through recordings with KSB evidence
Maximum Absence Threshold	10% maximum acceptable absence	Not attendance-based; monitored through engagement KPIs
Employer Visibility	Monthly attendance reports provided	Real-time visibility via employer dashboard
Learner Responsibility	Attend, participate, and complete catch-up sessions	Independently manage learning and evidence KSBs
Safeguarding Response	Learner contacted if session missed	Same safeguarding protocol applies
Escalation Process	Line manager contacted after 3 consecutive missed sessions without response	Same escalation applies
Suitability	Learners needing structure and regular interaction	Learners requiring flexibility and autonomy

Final Position

Both delivery models are designed to achieve the same high standards of learning, professional development, and workplace impact. The distinction lies not in quality, but in the method of engagement.

The Structured Interactive Delivery Model offers greater structure and direct interaction, while the Flexible Digital Delivery Model provides adaptability and independence. In both cases, apprentices are expected to demonstrate professionalism, accountability, and consistent progress.

The employer's role remains critical in both models to ensure that learning is supported, monitored, and aligned to organisational needs.



3.2.4 Masterclasses and Enrichment Opportunities

To enhance the learning experience and go beyond the core curriculum, the programme includes a range of enrichment activities designed to broaden the apprentice's perspective and expose them to industry best practice.

These enrichment opportunities are a key differentiator of high-quality provision and are strongly aligned with our quality expectations for a rich and ambitious curriculum.

You and your apprentice will benefit from:

- Masterclass events in London, bringing together apprentices, employers, and industry experts
- Opportunities to engage with senior professionals and thought leaders in marketing
- Networking with other organisations and sectors
- Exposure to emerging trends, tools, and innovations in marketing
- Participation in employer forums and governance discussions

As an employer, you are encouraged to support your apprentice in attending these events, as they contribute significantly to their professional development and industry awareness.

3.2.5 Continuous Professional Development Beyond the Programme

This apprenticeship is designed not only to develop immediate capability but also to support long-term professional growth. The combination of practical experience, structured learning, and CIM accreditation provides a strong foundation for future progression.

Your apprentice will be well positioned to:

- Progress to Marketing Manager Level 6 Apprenticeship
- Achieve higher-level CIM qualifications
- Take on increased responsibility within your organisation
- Contribute more strategically to marketing activities

Supporting your apprentice through this programme is therefore an investment in developing future talent within your organisation.





3.3 Measuring Impact and Return on Investment

As an employer, one of the most important outcomes of the apprenticeship is the tangible value it delivers to your organisation. This programme is designed not only to develop your apprentice but also to contribute directly to business performance, productivity, and long-term capability.

The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is structured to ensure that learning is applied in real workplace contexts. This enables you to measure clear returns on your investment, both in terms of operational performance and workforce development. From an Our Quality Criteria perspective, a key indicator of high-quality provision is the demonstrable impact of the apprenticeship. Inspectors will expect to see evidence that the programme benefits both the employer and the apprentice, leading to improved performance, progression, and organisational outcomes.

3.3.1 Business Impact of Apprentice Work

Your apprentice should contribute to real business activities throughout the programme. As their skills develop, their ability to add value will increase, particularly in areas such as marketing performance, customer engagement, and digital presence.

You are encouraged to identify and track how your apprentice's work contributes to your organisation's objectives. This may include improvements in campaign effectiveness, increased engagement, or enhanced efficiency in marketing processes.

Examples of business impact may include:

- Increased lead generation or customer acquisition
- Improved engagement across digital channels (e.g. social media, email)
- Enhanced quality and consistency of marketing content
- Better use of data and analytics to inform decisions
- Increased efficiency in campaign planning and execution

Tracking these outcomes will help you clearly demonstrate the value of the apprenticeship within your organisation.

3.3.2 Measuring Performance Improvements

In addition to direct business impact, the apprenticeship should lead to measurable improvements in your apprentice's performance. This includes both technical skills and professional behaviours.

You should assess how the apprentice's capability develops over time and how this translates into improved performance within their role.

Performance improvements may be seen in:

- Increased independence and confidence in delivering marketing activities
- Improved quality and accuracy of work
- Stronger analytical and problem solving skills
- More effective communication with stakeholders
- Greater contribution to team and organisational objectives

Regular progress reviews and performance discussions will support you in monitoring these improvements.



3.3.3 Linking Skills Development to Business Outcomes

A key strength of this programme is the direct link between skills development and business outcomes. The knowledge, skills, and behaviours (KSBs) developed through the apprenticeship are designed to align with real workplace requirements.

As an employer, you should actively connect what the apprentice is learning with how it is applied within your organisation. This ensures that training is not theoretical but delivers practical benefits.

For example:

- Learning in campaign planning can be applied to real marketing initiatives
- Skills in data analysis can improve decision-making and performance tracking
- Knowledge of digital tools and platforms can enhance marketing efficiency

By making these connections explicit, you can maximise the return on your investment.

3.3.4 Impact on Apprentice Career Development

The apprenticeship should also deliver clear benefits to the apprentice's career progression. As their employer, you play a key role in supporting and recognising this development.

You should expect your apprentice to become more capable, confident, and ready to take on increased responsibility within your organisation.

Career impact may include:

- Progression into more senior marketing roles
- Increased responsibility within the team
- Greater involvement in strategic activities
- Achievement of professional qualifications (CIM)
- Improved long-term employability

Supporting your apprentice's progression not only benefits them but also helps you retain and develop talent within your organisation.

3.3.5 Tracking and Evidencing ROI

To fully demonstrate return on investment, it is important to track both qualitative and quantitative outcomes.

This will support internal decision making and provide evidence of the programme's value.

You may wish to use a combination of data and feedback to assess impact.

You can evidence ROI through:

- Performance metrics (e.g. campaign results, engagement rates)
- Feedback from managers and stakeholders
- Progress review outcomes and KSB development
- Business improvements linked to apprentice activity
- Retention and progression data

This evidence is also valuable during Ofsted inspections, where impact is a key area of focus.



3.3.6 Our Quality Criteria Expectations: Demonstrating Impact

From an Our Quality Criteria perspective, the success of the apprenticeship is measured by its impact. Inspectors will expect to see clear evidence that the programme delivers value to both the employer and the apprentice.

You may be asked to describe how the apprenticeship has benefited your organisation and how your apprentice has developed as a result.

Our Quality Criteria will look for:

- Evidence of improved organisational performance
- Clear links between training and workplace impact
- Demonstrable development of apprentice skills and behaviours
- Positive career progression and outcomes for the apprentice
- Employer satisfaction and return on investment

3.3.7 Maximising Return on Investment

To achieve the best possible return, your active engagement is essential. By integrating learning into the workplace, supporting development, and tracking outcomes, you can ensure that the apprenticeship delivers maximum value.

You can maximise ROI by:

- Assigning meaningful and impactful work to your apprentice
- Supporting the application of learning in real projects
- Monitoring performance and progress regularly
- Recognising and developing your apprentice's potential
- Using the apprenticeship as part of your wider talent strategy



3.4 Preparing for Gateway and End-Point Assessment

As an employer, your role in preparing your apprentice for Gateway and End-Point Assessment (EPA) is critical. This stage represents the culmination of the apprenticeship, where the apprentice must demonstrate full occupational competence as a Marketing Executive. Your involvement ensures that the apprentice is not only academically ready but also capable of performing effectively within a real business environment.

EPA

The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is designed to prepare apprentices progressively for this final stage. The expectations at Gateway and EPA are aligned with the requirements of the occupational standard and are closely scrutinised by Our Quality Criteria, which looks for clear evidence that apprentices are well-prepared and supported to succeed.

Preparation for EPA is not a last-minute activity—it is a structured and ongoing process that requires your active engagement.

3.4.1 Understanding Gateway Requirements

Gateway is the formal checkpoint that confirms whether the apprentice is ready to undertake End-Point Assessment. At this stage, you, the training provider, and the apprentice must agree that all requirements have been met and that the apprentice is prepared to demonstrate competence.

To progress through Gateway, the apprentice must typically have:

- Completed all required training and learning activities
- Achieved the required level of English and maths (if applicable)
- Successfully completed the CIM qualification components
- Demonstrated competence across all Knowledge, Skills, and Behaviours (KSBs)
- Produced sufficient portfolio evidence

Your confirmation at Gateway is essential, as it reflects your professional judgement that the apprentice is ready for assessment.



3.4.2 Your Role in Assessing Readiness

As the line manager, you are best placed to assess whether the apprentice is consistently performing at the required level within the workplace. Your input is therefore a key component of the Gateway decision.

You should consider not only whether the apprentice has completed the required elements but also whether they are able to apply their knowledge and skills independently and effectively in real situations.

You are expected to:

- Review the apprentice's overall performance and development
- Confirm that they are meeting the requirements of the role
- Provide input into the Gateway decision
- Support final preparation for EPA



3.4.3 Project Selection and Workplace Relevance

A key component of the EPA is the completion of a project, which is typically based on a real workplace activity. The selection of this project is critical, as it must allow the apprentice to demonstrate a broad range of competencies.

As an employer, you play a central role in identifying and supporting an appropriate project. The project should be meaningful, relevant to your organisation, and aligned with the apprenticeship standard.

A well-chosen project not only supports successful assessment but can also deliver tangible value to your business.

When selecting a project, you should ensure that it:

- Is based on a real business need or opportunity
- Allows the apprentice to demonstrate multiple KSBs
- Includes clear objectives, scope, and measurable outcomes
- Provides sufficient complexity and challenge
- Enables the apprentice to take ownership and responsibility

3.4.4 Supporting Behavioural and Professional Readiness

In addition to technical knowledge and skills, EPA assesses the apprentice's professional behaviours. This includes how they communicate, collaborate, manage their work, and demonstrate professionalism.

As an employer, your support in developing these behaviours is essential. You should provide opportunities for the apprentice to demonstrate professionalism in real situations and offer feedback to support their development.

You should support the apprentice to:

- Communicate effectively with colleagues and stakeholders
- Demonstrate professionalism and accountability
- Manage time and priorities effectively
- Show initiative and problem-solving capability
- Reflect on performance and seek continuous improvement

3.4.5 Final Preparation and Support

In the final stages before EPA, your support can make a significant difference to the apprentice's confidence and performance. This includes providing time and space for preparation, as well as constructive feedback on their readiness.

You may also be involved in supporting practice activities, such as mock presentations or discussions, to help the apprentice prepare for assessment.

You can support final preparation by:

- Allowing time for revision and preparation activities
- Providing feedback on project work and presentations
- Supporting practice discussions or mock assessments
- Encouraging confidence and readiness

4 Employer Support



4.1 Off-the-Job Training and Skills Development

As an employer, your understanding and support of off-the-job training is essential to the success of the apprenticeship. Off-the-job training is not separate from work, nor is it time away from productivity. Instead, it is a structured and intentional approach to developing the knowledge, skills, and behaviours required for the Marketing Executive Level 4 standard and the Chartered Institute of Marketing qualification.

The requirement for off-the-job training is defined by the Department for Education and monitored closely by our performance delivery team. However, the focus is not simply on meeting a numerical requirement. We place far greater importance on the quality, relevance, and impact of training, ensuring that it leads to genuine occupational competence and improved workplace performance.

4.1.1 Understanding the Off-the-Job Requirement (7 to 8 hours a week)

Off-the-job training must account for a minimum of 20% of the apprentice's paid working hours over the duration of the programme. This requirement is designed to ensure that the apprentice has sufficient time to develop new skills and knowledge beyond their day-to-day responsibilities.

It is important to understand that off-the-job training is not limited to classroom-based learning. It includes a wide range of activities that contribute to the apprentice's development, provided they take place within paid working hours and are directly relevant to the apprenticeship.

For example, off-the-job training may include:

-  Attending live teaching sessions or workshops
-  Completing online learning modules or assignments
-  Participating in coaching or mentoring sessions
-  Undertaking research or independent study
-  Working on projects that develop new skills (outside routine duties)
-  Shadowing colleagues to gain new insights or experience

The key principle is that the activity must involve learning something new, rather than simply performing existing job tasks.





4.1.2 Integrating Learning with Workplace Activities

High-quality apprenticeships are characterised by the seamless integration of learning and work. As an employer, your role is to ensure that what the apprentice learns through training is actively applied within your organisation.

Rather than viewing off-the-job training as time away from work, it should be seen as an opportunity to enhance performance and capability. When learning is applied effectively, it leads to improved outputs, innovation, and stronger business results.

For example, if the apprentice is learning about digital marketing analytics, you can support them by involving them in analysing your organisation's campaign performance. If they are studying content strategy, you can provide opportunities for them to develop and test content within live campaigns.

This alignment between learning and work is a key factor in achieving strong outcomes and is a critical focus during Ofsted inspections.

For example, off-the-job training may include:



Work collaboratively with the training provider to align learning and workplace practice



Encourage the apprentice to share insights and learning with the wider team



Link training topics to current business activities and projects



Discuss how learning can improve processes, campaigns, or performance



Provide opportunities for the apprentice to apply new knowledge in real scenarios

4.1.3 Your Role in Supporting Off-the-Job Training

Your support as an employer is essential in ensuring that off-the-job training is both effective and compliant. This involves more than simply allowing time for training—it requires active engagement in supporting the apprentice's development.

You are expected to create an environment where learning is valued and prioritised. This includes ensuring that the apprentice has the time, resources, and encouragement needed to engage fully with their training.

It is also important that off-the-job training is planned and protected. Competing business pressures should not prevent the apprentice from completing their learning, as this may impact both their progress and compliance with funding requirements.

For example, off-the-job training may include:



Allocate and protect 7 to 8 hours of the apprentice's working hours for off-the-job training



Ensure that training takes place during paid working hours



Support the apprentice in attending all scheduled training sessions



Encourage the application of learning within the workplace



Monitor progress and discuss learning during regular one-to-one meetings



Engage with the training provider to ensure alignment between training and business needs



4.4.4 Quality and Relevance of Training (Our Quality Criteria Expectations)

From an Our Quality Criteria perspective, the focus is not on whether the 20% requirement has been met in isolation, but on whether the training is high quality, relevant, and impactful.

Inspectors will look for evidence that:



Training is directly linked to the apprentice's role and responsibilities



Learning is being applied in the workplace



The apprentice is developing new knowledge and skills over time
progress is reviewed regularly during progress reviews



The employer understands and supports the purpose of off-the-job training



There is a clear link between training activities and business outcomes

This means that simply recording hours is not sufficient. The emphasis is on ensuring that those hours are used effectively to develop competence and deliver value.



4.4.5 Recording and Evidencing Off-the-Job Training

Accurate recording of off-the-job training is a compliance requirement, but it also serves as a valuable tool for tracking development and progress.

You will be expected to support the apprentice in maintaining accurate records of their training activities. These records should clearly demonstrate what has been learned and how it relates to the apprenticeship standard.

The training provider will support this process Aptem, but your involvement in reviewing and validating learning is important.

You should ensure that:



Off-the-job training activities are recorded accurately and consistently



Learning outcomes are clearly identified and linked to the standard



Progress is reviewed regularly during progress reviews



Any gaps or risks are addressed promptly in collaboration with the provider

4.2 Apprentice Role Design and Workplace Integration

As an employer, the design of the apprentice's job role is one of the most critical factors in determining the success and quality of the apprenticeship. This programme has been structured to ensure that the apprentice is not undertaking isolated or administrative tasks, but is instead engaged in meaningful, skills-based work that directly aligns with the Marketing Executive Level 4 standard and the Chartered Institute of Marketing qualification.

From an Our Quality Criteria perspective, a key indicator of outstanding provision is that apprentices are fully integrated into the workplace and are developing occupational competence through real, substantive work. This means that your apprentice should be treated as a developing marketing professional, contributing to business objectives while building their capability over time.

As an employer, the design of the apprentice's job role is one of the most critical factors in determining the success and quality of the apprenticeship. This programme has been structured to ensure that the apprentice is not undertaking isolated or administrative tasks, but is instead engaged in meaningful, skills-based work that directly aligns with the Marketing Executive Level 4 standard and the Chartered Institute of Marketing qualification.



4.2.1 Designing the Apprentice Role to Align with the Standard

Your apprentice's role should be intentionally designed to reflect the scope and requirements of the Marketing Executive Level 4 occupational standard. This ensures that they are able to develop the full range of knowledge, skills, and behaviours required for competence in the role.

A well-designed role will expose the apprentice to a broad range of marketing activities, enabling them to understand how different functions—such as digital marketing, branding, analytics, and customer engagement—interconnect within your organisation.

It is important that the role evolves over time. Early in the programme, the apprentice may focus on supporting activities; however, as their competence develops, they should take on increasing responsibility and ownership.

You should ensure that the role:

- Aligns with the duties outlined in the Marketing Executive Level 4 standard
- Provides exposure to both digital and offline marketing activities
- Includes opportunities to develop analytical, creative, and strategic skills
- Progressively increases in complexity and responsibility over time
- Enables the apprentice to demonstrate competence across all required KSBs





4.2.2 Providing Meaningful Work Activities

A high-quality apprenticeship requires that the apprentice is engaged in meaningful work, rather than routine or repetitive administrative tasks. While some administrative exposure may be necessary, it should not form the core of the role.

Meaningful work activities are those that require the apprentice to think critically, apply learning, and contribute to outcomes that matter to your organisation. These activities should allow the apprentice to develop practical marketing skills while understanding the commercial context in which they operate.

You should aim to integrate the apprentice into your team in a way that allows them to contribute to live business activities, rather than working in isolation.

Examples of meaningful work activities include:

- Supporting the planning and execution of marketing campaigns
- Creating and managing digital content (e.g. social media, email marketing)
- Conducting market research and analysing customer data
- Monitoring campaign performance and reporting on key metrics
- Assisting with brand development and communications
- Engaging with internal stakeholders and external partners

4.2.3 Exposure to Real Projects and Business Impact

To meet our delivery quality expectations and maximise the value of the apprenticeship, your apprentice should be given the opportunity to work on real projects with measurable outcomes. This is essential in developing occupational competence and preparing the apprentice for End-Point Assessment.

Exposure to real projects allows the apprentice to understand the full lifecycle of marketing activities—from planning and execution to evaluation and optimisation. It also enables them to see the direct impact of their work on business performance, which is a key driver of engagement and professional development.

- Contribute to live marketing campaigns with defined objectives
- Work with real budgets, timelines, and performance targets
- Analyse data and make recommendations based on insights
- Present findings or campaign results to stakeholders
- Take ownership of specific tasks or project components
- Understand the commercial impact of their work





4.2.4 Avoiding Low-Value or Administrative Roles

One of the most common risks in apprenticeship delivery is the use of apprentices for low-value or purely administrative tasks. This approach does not meet the requirements of the apprenticeship standard and is unlikely to satisfy our esteemed quality expectations.

While administrative tasks may form a small part of the role, they should always be linked to learning outcomes and skill development. The majority of the apprentice's time should be spent on activities that contribute to their development as a marketing professional.

You should avoid:

- Assigning predominantly administrative or repetitive tasks
- Limiting the apprentice to basic support functions with no progression
- Excluding the apprentice from meaningful team or project involvement
- Treating the apprenticeship as an entry-level job without development focus



4.2.5 Integrating Learning into the Workplace

Workplace integration means ensuring that what the apprentice learns through training is consistently applied within their role. This requires active coordination between you and the training provider, as well as a conscious effort to link learning topics to workplace activities.

For example, when the apprentice is studying campaign planning or digital analytics, you should aim to provide opportunities for them to apply these concepts in real situations within your organisation.

This integration not only reinforces learning but also ensures that the apprenticeship delivers tangible value to your business.

To support effective integration, you should:

- Link training topics to current or upcoming workplace activities
- Encourage the apprentice to apply new knowledge in real tasks
- Provide opportunities to practise and refine new skills
- Discuss learning outcomes during regular one-to-one meetings
- Collaborate with the training provider to align learning and work activities





4.3 Progress Reviews and Tripartite Engagement

- Progress reviews are a central mechanism for ensuring that the apprenticeship remains on track, delivers meaningful development, and achieves strong outcomes.
- As an employer, your active participation in these reviews is essential. They are not administrative checkpoints; they are structured, professional discussions that evaluate progress, reinforce learning, and align development with your organisational goals.
- Within the Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, progress reviews form the backbone of the tripartite relationship between you, your apprentice, and the training provider. This aligns directly with the expectations of Ofsted, which places strong emphasis on high-quality reviews, employer involvement, and clear evidence of progress over time.



A well-conducted progress review ensures that learning is not only taking place but is being applied effectively within the workplace, contributing to both apprentice development and business performance.

4.3.1 Frequency and Structure of Progress Reviews

Progress reviews are conducted at regular intervals to monitor development, address any challenges, and plan next steps. As a minimum requirement, reviews must take place every 10 to 12 weeks. However, to achieve an outstanding level of engagement and impact, it is strongly recommended that you support more frequent touchpoints, ideally on a monthly basis.

Regular reviews ensure that progress is continuous rather than reactive, allowing for early identification of risks and timely intervention where needed.

Each review is structured to provide a comprehensive overview of the apprentice's development, including their academic progress, workplace performance, and readiness for future stages of the programme.

You should expect progress reviews to:

- 1** Take place at least every 10–12 weeks (with monthly engagement encouraged)
- 2** Involve all three parties: employer, apprentice, and training provider
- 3** Follow a structured agenda focused on development and performance
- 4** Result in clear actions and next steps
- 5** Include a review of both training progress and workplace application





4.3.2 Your Role in Progress Reviews

Your role within progress reviews is critical. As the line manager, you provide the workplace perspective, ensuring that the apprentice's development is aligned with organisational expectations and performance standards.

You are expected to contribute actively to discussions, providing honest and constructive feedback on the apprentice's performance, strengths, and areas for development. Your input ensures that the review reflects real workplace performance rather than solely academic progress.

In addition, your participation demonstrates commitment to the apprenticeship and is a key indicator of quality during Ofsted inspections.

During progress reviews, you are expected to:

- 1 Attend and engage fully in all scheduled reviews
- 2 Provide feedback on the apprentice's workplace performance and impact
- 3 Confirm whether learning is being applied effectively in the role
- 4 Support the identification of development areas and priorities
- 5 Agree on actions that will support further progress
- 6 Ensure that agreed actions are implemented within the workplace

4.3.3 Tracking Progress Against Knowledge, Skills, and Behaviours (KSBs)

A core component of each progress review is the assessment of the apprentice's development against the required Knowledge, Skills, and Behaviours (KSBs) of the Marketing Executive Level 4 standard.

Tracking progress against KSBs ensures that development is structured, measurable, and aligned to occupational competence. It also provides a clear framework for understanding how the apprentice is progressing towards Gateway and End-Point Assessment.

You will be expected to engage with this process by validating whether the apprentice is demonstrating these competencies within the workplace.

Progress tracking should include:



Review of knowledge development (e.g. marketing principles, digital tools)



Identification of strengths and areas for improvement



Assessment of skills application (e.g. campaign delivery, data analysis)



Evidence of workplace application and impact



Evaluation of behaviours (e.g. professionalism, communication, teamwork)










4.3.4 Action Planning and Continuous Improvement

Each progress review should result in a clear and structured action plan. This ensures that the apprentice continues to develop and that any gaps or challenges are addressed promptly.

Action planning is a collaborative process involving you, the apprentice, and the training provider. It should focus on practical steps that can be implemented within the workplace to support development.

This forward-looking approach ensures that the apprenticeship remains dynamic and responsive to both learner needs and business priorities.

Effective action plans should:

	Set clear and achievable development goals		Include timelines and accountability for completion
	Link actions to both training and workplace activities		Be reviewed and updated at each progress review
	Identify any support or resources required		








4.3.5 Evidence of Progress and Our Quality Criteria Expectations

From an Our Quality Criteria perspective, progress reviews are a key source of evidence when evaluating the quality of an apprenticeship programme. Inspectors will look for clear indications that reviews are meaningful, structured, and focused on progress rather than compliance.

You should be prepared to demonstrate how your involvement in progress reviews has contributed to the apprentice's development and how learning is impacting your organisation.

Our Quality Criteria will expect to see:

	High-quality, structured progress review records
	Active employer involvement in discussions and decision-making
	Clear evidence of progress over time against KSBs
	Documented actions and follow-up from each review
	Evidence that learning is being applied in the workplace

4.3.6 Moving Beyond Compliance to Impact

While regular reviews are a compliance requirement, their real value lies in driving performance and development. When used effectively, progress reviews become a strategic tool for talent development, enabling you to shape the apprentice's growth in line with your organisational needs.

By engaging fully in this process, you will ensure that your apprentice is not only progressing through the programme but is also becoming a more capable and effective contributor to your business.



5 Voice of the Employer: Quality, Risks, and Interventions

5.1 Monitoring, Performance, and Early Intervention

As an employer, your role in monitoring performance is essential to ensuring that the apprenticeship remains on track and delivers successful outcomes. Effective oversight enables you to identify strengths, address challenges early, and maximise the value of the programme for both the apprentice and your organisation.

Within the Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, monitoring is a shared responsibility between you, your apprentice, and the training provider. This collaborative approach reflects the expectations of Our Quality Criteria, which requires providers and employers to demonstrate strong oversight, timely intervention, and clear evidence of learner progress.

High-quality programmes do not wait for issues to arise—they proactively track performance and respond quickly where risks are identified.

5.1.1 Tracking Performance: What You Need to Monitor



To ensure that your apprentice is progressing effectively, it is important to maintain visibility over key performance indicators throughout the programme. These indicators provide early insight into engagement, progress, and potential risks.



Monitoring should not be limited to formal reviews; it should form part of your regular management approach, supported by updates from the training provider.



You should regularly monitor through our Dashboard:

- Attendance at training sessions and workshops (Absence rate)
- Learner Wellbeing Index (conditioned by the apprentice consent to share it with you)
- Off-the-job training (OTJH) completion and progression
- Assignment and portfolio submissions, including quality and timeliness
- Engagement levels, including participation in learning and workplace activities
- Progress against Knowledge, Skills, and Behaviours (KSBs)

Consistent monitoring allows you to build a clear picture of the apprentice's development and ensures that any concerns are identified early.

5.1.2 Identifying Learners at Risk









Early identification of risks is critical in preventing disengagement or failure to complete the programme. Learners rarely fall behind suddenly; there are usually early indicators that can be observed and addressed.

As an employer, you are well placed to recognise changes in performance, behaviour, or engagement that may indicate a developing issue. Through the Kent Business College Employer Dashboard, this enables a proactive approach to support.





Common indicators that an apprentice may be at risk include:

 Missed or inconsistent attendance at training sessions	 Reduced engagement or motivation (Mental Wellbeing index)
 Falling behind on off-the-job training hours	 Difficulty applying learning within the workplace
 Late or incomplete assignment submissions	 Changes in workplace performance or behaviour

Recognising these signs early allows for timely intervention, which is a critical factor in successful outcomes.

5.1.3 Your Role in Early Intervention

When a risk is identified, your role is to act quickly and collaboratively with the training provider to support the apprentice. Early intervention should be supportive and solution-focused, aimed at removing barriers and re-engaging the learner.

You are not expected to resolve issues in isolation. Instead, you should work in partnership with the provider to agree appropriate actions and ensure that these are implemented effectively.

5.1.4 Employer Escalation and Accountability

In some cases, additional escalation may be required to ensure that appropriate support is put in place. Your role as an employer includes ensuring that concerns are not overlooked and that timely action is taken.

Escalation is not about assigning blame, it is about ensuring accountability and maintaining the quality of the apprenticeship experience.

5.1.5 Working in Partnership for Continuous Monitoring

Effective monitoring is achieved through ongoing collaboration between you and the training provider. You should expect regular updates on your apprentice's progress and be prepared to engage in discussions where concerns are identified.

APTEM and our Employer LMS Dashboard are typically used to track attendance, progress, and performance. However, these systems are most effective when combined with your direct observations and feedback.

When concerns arise, you should:

- Raise the issue promptly with the training provider
- Discuss the situation with the apprentice in a supportive manner
- Identify any workplace or personal barriers affecting progress
- Agree a clear action plan with defined responsibilities
- Monitor progress closely following the intervention
- Escalate concerns where progress does not improve

You may need to escalate concerns where:

- The apprentice continues to fall behind despite initial support
- There are persistent issues with attendance or engagement
- Workplace factors are impacting the apprentice's ability to progress
- Additional support or adjustments are required

In these situations, you should work closely with the training provider's quality or safeguarding teams, where appropriate, to ensure that the apprentice receives the necessary support.

To maintain strong oversight, you should:

- Engage with progress reports and data provided by the training provider
- Attend scheduled reviews and additional meetings where required
- Maintain regular communication with your apprentice
- Provide feedback on performance and development
- Act promptly when issues are identified



5.2 Employer Feedback and Quality Improvement

As an employer, your feedback is a critical component in ensuring that the apprenticeship programme remains relevant, effective, and aligned to industry needs. This programme has been designed to actively involve you in shaping its delivery, content, and continuous improvement, rather than positioning feedback as a one-off or passive activity.

Within the Marketing Executive Level 4 Apprenticeship, employer feedback is systematically collected, analysed, and embedded into quality assurance processes. This approach aligns with the expectations of our quality standards, which look for clear evidence that employers are influencing the programme and that their input leads to tangible improvements.

The objective is to create a continuous improvement loop, where your insights directly inform enhancements to curriculum design, delivery methods, and learner support.

5.2.1 Bi-Monthly Employer Feedback

To ensure that your voice is consistently captured, you will be invited to complete bi-monthly employer feedback forms. These are designed to gather structured and actionable insights on your experience of the programme and your apprentice's development.

These feedback forms are not generic surveys; they are aligned to key quality indicators

Including:

- The relevance of the curriculum to your business needs
- The performance and progress of your apprentice
- The quality of teaching, coaching, and support
- The effectiveness of communication with the training provider
- The impact of the apprenticeship on your organisation

Your responses provide real-time insight into what is working well and where improvements may be required. This regular cadence ensures that feedback is timely and reflective of current programme delivery.

You will be expected to:

- Complete bi-monthly feedback forms within the requested timeframe
- Provide honest, constructive, and evidence-based responses
- Highlight both strengths and areas for improvement
- Share examples of business impact where possible





5.2.2 Use of Employer Feedback in Quality Improvement Plans (QIP)

Your feedback is formally integrated into the programme's Quality Improvement Plan (QIP), which is a key document used to monitor and enhance the quality of delivery.

The QIP is used by the training provider to:

- Identify trends and recurring themes in employer feedback
- Prioritise areas for improvement
- Implement targeted actions to enhance programme quality
- Monitor the effectiveness of changes over time

This ensures that your feedback does not remain at a surface level but is translated into measurable actions and improvements.

For example, feedback relating to curriculum relevance may lead to updates in module content, while feedback on communication may result in improved engagement processes.

Your feedback contributes to:

- Curriculum refinement and updates
- Improvements in teaching and delivery methods
- Enhanced employer communication and support
- Strengthening of learner monitoring and intervention processes

5.2.3 The Continuous Improvement Loop

A defining feature of high-quality apprenticeship provision is the presence of a clear and effective continuous improvement cycle. This programme operates on a structured loop:

1. Feedback Collection – Regular input from employers, apprentices, and staff
2. Analysis – Identification of trends, strengths, and areas for development
3. Action Planning (QIP) – Development of targeted improvement actions
4. Implementation – Changes introduced to curriculum, delivery, or processes
5. Review – Evaluation of impact and effectiveness

As an employer, you are part of this cycle. Your feedback influences decisions, and you will see the outcomes of those decisions reflected in programme improvements.

5.3.4 Employer Voice in Programme Development

Beyond formal feedback forms, you will have opportunities to contribute more strategically to the programme through:

1. Employer forums
2. Governance board participation
3. Curriculum consultation activities
4. Masterclass events and industry discussions

These platforms allow you to shape not only the quality of delivery but also the future direction of the programme, ensuring that it remains aligned with evolving industry requirements.

This level of engagement is a key characteristic of high-performing apprenticeship programmes, where employers act as partners in design and improvement.





5.2.5 Our Quality Criteria Expectations: Employers Shaping the Programme

From an Our Quality Criteria perspective, employer feedback must go beyond collection—it must demonstrate impact. Inspectors will expect to see clear evidence that:

- Employers are regularly providing feedback
- Feedback is analysed and acted upon
- Improvements are implemented as a result
- Employers are aware of and recognise these improvements

You may be asked during inspection to describe how your feedback has influenced the programme and how the apprenticeship meets your business needs.

5.2.6 Your Role in Driving Continuous Improvement

Your contribution is essential in maintaining and enhancing the quality of the programme. By engaging fully with feedback processes and sharing your insights, you help ensure that the apprenticeship continues to deliver value for both learners and employers.

You are encouraged to:

- Engage consistently with feedback opportunities
- Provide detailed and constructive input
- Participate in wider employer engagement activities
- Share examples of success and impact within your organisation

5.3. Employer Forum and Industry Engagement

Your involvement in the wider employer community is a key part of this apprenticeship programme. Beyond supporting your own apprentice, you are offered structured opportunities to influence the direction, relevance, and quality of the programme at a strategic level. This ensures that the curriculum remains aligned to real industry needs and evolving marketing practices.

The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is designed to be employer-led and industry-informed. In line with expectations from Ofsted, your voice is not only heard but actively embedded into curriculum development and programme improvement.





5.3.1 Employer Forum Participation

You are invited to participate in a structured Employer Forum, which takes place three times per year. These forums are scheduled to maximise engagement and are aligned with key programme milestones and industry developments.

Forum Schedule:

- First Friday of June
- First Friday of October
- First Friday of February

All forums are held in London at the London Marriott Hotel Marble Arch, alongside the programme's Masterclass events. To support your attendance, transportation costs are covered, ensuring accessibility and encouraging broad employer participation.

These sessions bring together employers, industry professionals, and programme leaders to discuss:

- Programme performance and outcomes
- Emerging trends in marketing and digital transformation
- Employer needs and workforce challenges
- Opportunities to enhance curriculum relevance and impact

Your participation provides a valuable platform to share your insights and influence the direction of the programme.

5.3.2 Industry Collaboration and Networking

The Employer Forum is not only a feedback mechanism, it is also an opportunity for industry collaboration and professional networking. By attending, you will engage with other organisations across sectors, gaining exposure to different approaches, challenges, and innovations within marketing.

This collaborative environment enables you to:

- Exchange best practice with other employers
- Explore new ideas and approaches to marketing and talent development
- Build relationships with industry peers and thought leaders
- Stay informed about emerging tools, technologies, and strategies

Such engagement ensures that your organisation remains connected to broader industry developments while contributing to the evolution of the programme.

5.3.3 Curriculum Co-Design and Influence



A key objective of the Employer Forum is to enable curriculum co-design. Your feedback and insights are used to ensure that the programme remains relevant, practical, and aligned with current industry requirements.

You will have the opportunity to influence:

- The content and focus of modules (e.g. digital marketing, analytics, MarTech)
- The balance between theory and practical application
- The inclusion of emerging topics and technologies
- The design of assignments and workplace projects



This collaborative approach ensures that the curriculum reflects real-world practice and prepares apprentices to meet the demands of modern marketing roles.



5.3.4 Integration with Masterclasses and Programme Delivery

The Employer Forum is strategically aligned with the programme's London Masterclass events, allowing you to engage with both the strategic and practical aspects of the apprenticeship.

By attending these events, you and your apprentice benefit from:

- Exposure to expert-led masterclasses and industry insights
- Opportunities to observe how learning is delivered and applied
- Direct engagement with programme staff and other stakeholders
- A shared experience that reinforces the connection between learning and practice

This integrated approach strengthens the overall learning experience and ensures consistency between curriculum design and delivery.

5.3.5 Your Role in Industry Engagement

Your participation in the Employer Forum and related activities is highly encouraged, as it contributes directly to the quality and relevance of the programme.

You are encouraged to:

- Attend Employer Forum events where possible
- Share insights, challenges, and best practice from your organisation
- Contribute to discussions on curriculum and programme development
- Engage with other employers and industry professionals
- Support the continuous improvement of the apprenticeship

5.4 Governance and Strategic Oversight

As an employer, your involvement in the governance of the apprenticeship programme provides an opportunity to influence its strategic direction, ensure its relevance to industry, and maintain high standards of quality and accountability. Governance is not a purely internal function; it is strengthened through active employer representation and external challenge, ensuring that the programme continues to meet both business needs and regulatory expectations.

The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is supported by a structured governance framework designed to provide oversight, scrutiny, and continuous improvement. This aligns with the expectations of Ofsted, which looks for strong governance arrangements, clear accountability, and meaningful employer involvement in decision-making.

5.4.1 Governance Board Structure

The programme is overseen by a **Governance Board** that brings together senior representatives from the training provider, employers, and industry stakeholders. The purpose of this board is to provide strategic oversight, monitor performance, and ensure that the programme delivers high-quality outcomes.

The Governance Board typically includes:

- Senior leaders from the training provider (e.g. quality, curriculum, and operations leads)
- Employer representatives from a range of sectors
- Industry professionals and subject matter experts
- Quality and compliance specialists

The board meets on a regular basis to review programme performance, assess risks, and agree on strategic priorities. This ensures that decisions are informed by both operational data and employer insight.





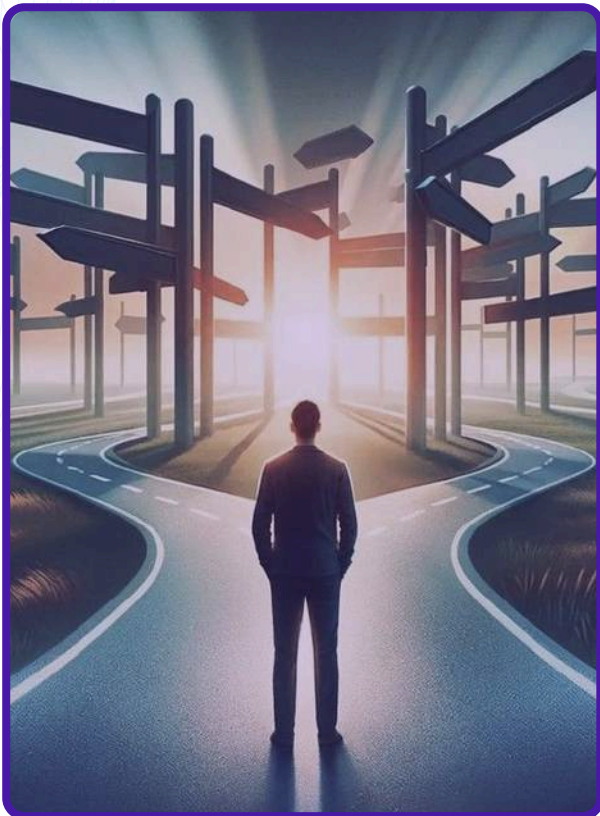
5.4.2 Employer Representation

Employer representation is a critical component of effective governance. As an employer, you may be invited to participate directly in governance activities, either through formal board membership or through structured engagement channels such as the Employer Forum.

Your involvement ensures that:

- The programme remains aligned to current industry needs
- Employer perspectives are reflected in decision-making
- Curriculum and delivery models are relevant and practical
- Emerging trends and challenges are considered

This level of engagement ensures that the programme is not designed in isolation but is shaped by those who are actively operating within the marketing profession.



5.4.3 Decision-Making and Influence

The Governance Board plays a key role in shaping the direction of the programme. Decisions made at this level influence curriculum design, delivery approaches, quality assurance processes, and overall programme strategy.

As an employer, your input can directly influence:

- Updates to curriculum content and structure
- Enhancements to delivery methods and learner support
- Responses to feedback from employers and apprentices
- Strategic priorities for programme development
- Quality improvement actions and performance targets

This ensures that the programme remains dynamic and responsive to the needs of both learners and employers.

5.4.4 External Challenge and Accountability

A key function of governance is to provide external challenge. This involves critically reviewing programme performance, questioning assumptions, and ensuring that standards are maintained.

Employer representatives play an important role in this process by bringing an external perspective and holding the programme accountable to industry expectations. This helps to ensure that:

- The programme delivers real value to employers
- Performance issues are identified and addressed
- Continuous improvement is driven at all levels
- Standards are maintained and enhanced over time

This level of scrutiny is essential in achieving and sustaining high-quality provision.



5.4.5 Monitoring Performance and Quality

The Governance Board is responsible for reviewing a range of performance indicators to ensure that the programme is delivering strong outcomes.

These may include:

- Learner progress and achievement rates
- Employer and apprentice satisfaction
- Quality of teaching, learning, and assessment
- Compliance with funding and regulatory requirements
- Impact of the programme on organisational performance

Regular review of these indicators enables the board to identify trends, address risks, and implement improvements where necessary.

5.4.6 Your Role in Governance and Oversight

Your participation in governance activities, whether directly or indirectly, contributes to the overall quality and effectiveness of the programme. By engaging with governance structures, you help ensure that the apprenticeship remains relevant, high-quality, and aligned to industry needs.

You are encouraged to:

- Participate in governance or employer engagement opportunities where possible
- Provide strategic feedback on programme performance and relevance
- Contribute to discussions on curriculum and delivery improvements
- Support the continuous improvement of the programme





6 Safeguarding, Wellbeing

6.1 Safeguarding, Wellbeing, and Duty of Care

As an employer, you play a vital role in ensuring that your apprentice is safe, supported, and able to succeed both professionally and personally. Safeguarding and wellbeing are not separate from the apprenticeship—they are fundamental to creating an environment in which learning and development can take place effectively.

The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is delivered within a framework that prioritises learner safety, welfare, and inclusion. This aligns with the expectations of Our Quality Criteria, which places strong emphasis on safeguarding, duty of care, and the promotion of a safe learning environment.



Safeguarding is a shared responsibility between you as the employer, the apprentice, and the training provider. Your awareness, engagement, and responsiveness are essential in ensuring that any concerns are identified and addressed promptly.

6.1.1 Your Responsibilities as an Employer

As an employer, you have a duty of care to provide a safe, supportive, and inclusive working environment for your apprentice. This includes both physical safety and psychological wellbeing.

You are expected to ensure that appropriate policies, procedures, and practices are in place to protect your apprentice and support their development. This includes compliance with safeguarding, health and safety, equality, and data protection requirements.

Your responsibilities extend beyond compliance—you are expected to actively promote a culture where apprentices feel safe, respected, and able to raise concerns.

Your responsibilities extend beyond compliance—you are expected to actively promote a culture where apprentices feel safe, respected, and able to raise concerns.

You are expected to:

- Provide a safe and appropriate working environment
- Comply with all relevant safeguarding and health and safety regulations
- Ensure the apprentice is aware of workplace policies and reporting procedures
- Promote equality, diversity, and inclusion
- Act promptly if any safeguarding or wellbeing concerns arise
- Work collaboratively with the training provider on safeguarding matters

6.1.2 Safeguarding Awareness

Safeguarding refers to the protection of individuals from harm, abuse, neglect, or exploitation. While safeguarding is often associated with younger learners, it applies to all apprentices regardless of age.

As a line manager, you are not expected to be a safeguarding specialist, but you should have a basic awareness of safeguarding principles and understand how to respond appropriately if concerns arise.

This includes recognising potential signs of:

- Bullying, harassment, or discrimination
- Mental health challenges or distress
- Financial or personal difficulties impacting wellbeing
- Exploitation or inappropriate behaviour

If a concern is identified, it should be reported in line with your organisation's procedures and, where appropriate, shared with the training provider to ensure coordinated support.



You should:

- Be aware of basic safeguarding principles and risks
- Know how to report concerns within your organisation
- Escalate concerns to the training provider where appropriate
- Maintain confidentiality while ensuring appropriate action is taken

6.1.3 Wellbeing Monitoring and Support

Apprentices often balance multiple responsibilities, including work, study, and personal commitments. Monitoring wellbeing is therefore an important part of supporting their success.

As an employer, you are in a strong position to observe changes in behaviour, performance, or engagement that may indicate wellbeing concerns. Regular communication and a supportive management approach are key to identifying and addressing issues early.

You should aim to create an environment where the apprentice feels comfortable discussing challenges and seeking support.

You can support wellbeing by:

- Holding regular one-to-one meetings with your apprentice
- Encouraging open and honest communication
- Being attentive to changes in behaviour or performance
- Supporting workload management and realistic expectations
- Signposting support where needed (e.g. internal HR support, external services)



6.1.4 Working in Partnership with the Training Provider

Safeguarding and wellbeing are most effective when there is strong collaboration between the employer and the training provider. The provider will have designated safeguarding leads and processes in place to support learners.

You should expect to be informed of any concerns that may impact the apprentice's learning or wellbeing, and you should also share any concerns you identify within the workplace.

This partnership approach ensures that support is coordinated, timely, and effective.

You should:

- Engage with the training provider on safeguarding and wellbeing matters
- Share relevant concerns promptly
- Support agreed actions or interventions
- Participate in safeguarding-related communications or updates

6.1.5 Creating a Supportive Learning Environment

A positive and supportive environment is essential for enabling apprentices to thrive. This includes not only addressing risks but also promoting wellbeing, inclusion, and professional growth.

By taking a proactive approach to safeguarding and wellbeing, you contribute to a culture where apprentices feel valued, supported, and able to perform at their best.



6.2 Equality, Diversity, and Inclusion (EDI)

As an employer, your role in promoting Equality, Diversity, and Inclusion (EDI) is essential to creating a workplace where your apprentice can thrive, contribute, and develop professionally. EDI is not only a compliance requirement but also a key principle that supports effective learning, ethical practice, and strong organisational performance. Within the Marketing Executive Level 4 Apprenticeship, alongside the Chartered Institute of Marketing qualification, EDI is embedded throughout the curriculum and workplace expectations. This aligns with Ofsted requirements, which look for clear evidence that providers and employers actively promote equality, value diversity, and create inclusive environments.

A strong EDI approach supports the apprentice's wellbeing and development while also strengthening creativity, innovation, and decision-making within your organisation, which is especially important in marketing.

6.2.1 Creating an Inclusive Workplace Environment

An inclusive workplace ensures that all individuals feel respected, valued, and able to contribute regardless of their background, identity, or personal circumstances. As an employer, you are expected to create an environment where your apprentice can participate fully and confidently.

This includes embedding inclusive practices into your day-to-day operations, team culture, and management approach. Inclusion is demonstrated not only through policies but through behaviours, communication, and leadership.

You are expected to:

- Promote a respectful and inclusive workplace culture
- Ensure that all employees, including apprentices, are treated fairly and with dignity
- Provide equal access to opportunities, resources, and support
- Challenge inappropriate behaviour, bias, or discrimination
- Ensure that workplace policies reflect EDI principles

6.2.2 Ensuring Fair Opportunities and Access

A key aspect of EDI is ensuring that your apprentice has fair and equitable access to learning and development opportunities. This includes providing the support they need to succeed, recognising that individuals may have different starting points or needs.

You should ensure that your apprentice is not disadvantaged in accessing training, projects, or progression opportunities, and that any barriers to participation are identified and addressed.

You should:

- Provide equal access to training, projects, and development opportunities
- Make reasonable adjustments where required
- Support flexible approaches where appropriate (e.g. for wellbeing or personal circumstances)
- Monitor fairness in workload allocation and performance expectations
- Encourage participation and confidence in all aspects of the programme





6.2.3 Promoting Ethical Marketing Behaviours

As part of this programme, your apprentice will develop not only technical marketing skills but also an understanding of ethical and responsible marketing practices. This is particularly important in ensuring that marketing activities are inclusive, respectful, and reflective of diverse audiences.

As an employer, you have a responsibility to model and promote ethical behaviours within your organisation. This includes ensuring that marketing campaigns and communications are designed and delivered in a way that respects diversity and avoids bias or exclusion.

You should encourage your apprentice to:

- Consider diversity and inclusion when developing marketing content
- Avoid stereotypes or discriminatory messaging
- Ensure accessibility in digital and offline communications
- Reflect a broad range of audiences in campaigns and materials
- Apply ethical decision-making in marketing activities



6.2.4 Embedding EDI in Everyday Practice

EDI should not be treated as a standalone topic but integrated into everyday workplace practice. This includes how you manage your team, communicate with colleagues, and support your apprentice.

Regular discussions around inclusion, awareness of different perspectives, and a commitment to continuous improvement all contribute to a positive and inclusive environment.

To embed EDI effectively, you should:

- Include EDI considerations in team discussions and decision-making
- Encourage open dialogue and respect for different viewpoints
- Provide feedback that supports inclusive behaviours
- Reflect on and improve your own management practices

6.2.5 Your Role in Supporting EDI

Your leadership and approach as an employer have a direct impact on how effectively EDI is implemented within the apprenticeship. By modelling inclusive behaviours and supporting your apprentice, you contribute to both their development and the overall culture of your organisation.

You are encouraged to:

- Lead by example in promoting inclusive behaviours
- Support your apprentice in understanding and applying EDI principles
- Engage with training or updates related to EDI where available
- Continuously reflect on and improve your approach



6.3 Enrichment, Masterclasses, and Networking

Your participation in governance activities, whether directly or indirectly, contributes to the overall quality and effectiveness of the programme. By engaging with governance structures, you help ensure that the apprenticeship remains relevant, high-quality, and aligned to industry needs.

You are encouraged to:

- Participate in governance or employer engagement opportunities where possible
- Provide strategic feedback on programme performance and relevance
- Contribute to discussions on curriculum and delivery improvements
- Support the continuous improvement of the programme

6.3.1 London Masterclass Events

Your apprentice will be invited to attend a series of in-person masterclass events in London, designed to complement the core curriculum and provide exposure to real-world marketing practice.

These events are typically held at the London Marriott Hotel Marble Arch, creating a professional environment that brings together apprentices, employers, and industry experts.

The masterclasses focus on:

- Current trends in marketing and digital transformation
- Practical application of marketing strategies
- Case studies from industry professionals
- Emerging tools, technologies, and platforms

These sessions are designed to bridge the gap between theory and practice, helping your apprentice understand how marketing operates at a strategic and operational level in different organisations.

6.3.2 Funded Transport and Accessibility

To ensure that all apprentices and employers can benefit from these enrichment opportunities, transportation costs are covered. This removes potential barriers to attendance and reflects the programme's commitment to providing equal access to high-quality development opportunities.

As an employer, your support in enabling your apprentice to attend these events is essential. Attendance should be treated as part of their working time and professional development, rather than an optional activity.





6.3.3 Exposure to Industry Experts

A key benefit of the masterclass programme is the opportunity for your apprentice to engage directly with industry experts and experienced professionals. These sessions provide insights that go beyond the standard curriculum, offering perspectives on real challenges, innovations, and best practices within the marketing sector.

Through this exposure, your apprentice will:

- Gain a deeper understanding of industry expectations
- Learn from real-life case studies and experiences
- Develop awareness of emerging trends and technologies
- Build confidence in applying knowledge within their role

This interaction with industry professionals supports the development of both technical competence and professional behaviours.



6.3.4 Networking and Professional Development

The masterclass events also provide valuable networking opportunities for both apprentices and employers. These sessions bring together participants from different organisations and sectors, creating an environment for knowledge sharing and collaboration.

Your apprentice will benefit from:

- Building relationships with peers from other organisations
- Sharing experiences and best practice
- Developing communication and professional networking skills

As an employer, you may also choose to attend these events, enabling you to:

- Engage with other organisations and industry leaders
- Gain insights into emerging marketing practices
- Contribute to discussions on workforce development and skills

6.3.5 Enhancing Workplace Impact

The purpose of enrichment activities is not only to broaden knowledge but also to enhance workplace performance. You should encourage your apprentice to apply insights gained from masterclasses within your organisation.

For example, your apprentice may:

- Introduce new ideas for campaigns or strategies
- Apply new tools or techniques learned during sessions
- Share knowledge with colleagues
- Contribute to innovation within your marketing function

This ensures that enrichment activities deliver tangible value to your business.

6.3.6 Your Role in Supporting Enrichment

Your support is essential in ensuring that your apprentice fully benefits from these opportunities. By encouraging attendance and reinforcing learning within the workplace, you help maximise the value of the programme.

You are encouraged to:

- Support your apprentice in attending all masterclass events
- Treat attendance as part of their professional development
- Encourage the application of learning within the workplace
- Engage with events where appropriate



7 Employer Frequently Asked Questions



This section is designed to support you as an employer or line manager by addressing the most common questions about **the Marketing Executive Level 4 Apprenticeship** at Kent Business College. These responses aim to provide clarity, set expectations, and ensure you are fully equipped to support your apprentice effectively.

FAQs



1. What is your role as an employer in the apprenticeship?

Your role is central to the success of the apprenticeship. You are responsible for:

- Providing a suitable job role aligned to the apprenticeship standard
- Supporting your apprentice's development through meaningful work
- Allowing time for off-the-job training (minimum 20%)
- Attending progress reviews and providing feedback
- Supporting preparation for Gateway and End-Point Assessment

You are not just employing the apprentice, you are actively developing future talent within your organisation.

2. How much time does the apprentice need for training?

Your apprentice must complete a minimum of 20% off-the-job training during their paid working hours.

This includes:

- Workshops and teaching sessions
- Assignments and independent learning
- Coaching sessions
- Development activities outside their normal duties

This time must be protected and planned. It is a funding requirement and essential for successful completion.

3. What counts as off-the-job training?

Off-the-job training includes any activity that develops new knowledge, skills, and behaviours.

Examples include:

- Attending training sessions
- Completing assignments
- Researching marketing strategies or trends
- Analysing campaigns for learning purposes
- Shadowing colleagues

Routine day-to-day tasks do not count unless they are clearly focused on new learning.

4. How often do I need to attend progress reviews?

Progress reviews take place:

- Minimum: every 10-12 weeks (mandatory)
- Recommended: monthly engagement for best practice
- Your attendance is essential, as you provide the workplace perspective on performance and development.

5. What happens if my apprentice falls behind?

If your apprentice shows signs of falling behind (e.g. missed sessions, late work, low engagement), early intervention is required.

You should:

- Discuss concerns with the apprentice
- Inform the training provider
- Agree on an action plan
- Monitor progress closely
- Early support is key to getting the apprentice back on track.



6. What is Gateway and what is my role in it?

Gateway is the point where it is confirmed that the apprentice is ready for End-Point Assessment. Your role is to:

- Review the apprentice's overall performance
- Confirm they are competent in their role
- Agree that they are ready to progress
- Your approval is required for the apprentice to move forward.

7. What is End-Point Assessment (EPA)?

EPA is the final assessment of the apprenticeship, conducted by an independent organisation. It typically includes:

- A portfolio of work completed during the programme
- A professional discussion/interview
- The EPA assesses whether the apprentice can perform effectively in their role.

8. Do I need to support the apprentice's project?

Yes. The project is usually based on real workplace activity.

You should:

- Help identify a suitable project
- Ensure it aligns with business needs
- Allow time and support for completion
- A strong project benefits both the apprentice and your organisation.

9. What support does the training provider offer me?

The provider will:

- Deliver training and learning content
- Monitor apprentice progress
- Conduct progress reviews
- Provide guidance and support
- Prepare the apprentice for EPA

They will work closely with you throughout the programme.

10. What are the benefits to my organisation?

Employing an apprentice can lead to:

- Increased productivity
- Development of skilled internal talent
- Improved marketing capability
- Better staff retention

The programme is designed to deliver real business impact.



11. Am I expected to complete any paperwork?

Your administrative responsibilities are minimal but important.

You will need to:

- Sign the Commitment Statement
- Participate in progress reviews
- Provide feedback (bi-monthly surveys)
- Support record accuracy where required

The provider will guide you through all requirements.

12. What happens if the apprentice leaves or changes role?

You should inform the training provider immediately.

Depending on the situation:

- The apprenticeship may be paused (Break in Learning)
- The programme may be adjusted
- A withdrawal may be processed

Early communication ensures compliance and proper handling.

13. How do I give feedback on the programme?

You will be invited to:

- Complete bi-monthly employer feedback forms
- Attend Employer Forums (3 times per year in London)
- Participate in governance or consultation activities

Your feedback directly influences programme improvements.

14. Do I need to attend masterclass events?

Attendance is encouraged but not mandatory.

Benefits include:

- Networking with other employers
- Exposure to industry insights
- Supporting your apprentice's development

Transport costs are covered for these events.

15. How can I maximise the value of the apprenticeship?

To achieve the best outcomes:

- Provide meaningful work and responsibilities
- Support learning and development
- Engage actively with reviews and feedback
- Encourage application of learning

Treat the apprentice as a developing professional



8 Key Contacts and Support Structure for Employers

As an employer or line manager, it is important that you know who to contact at Kent Business College to ensure that your apprentice is fully supported and that any queries or issues are resolved quickly and effectively.

A clear and responsive support structure is in place to assist you across all aspects of the programme—from learner engagement and performance to compliance and safeguarding.

Kent Business College operates a structured support model aligned with best practice and the expectations of our quality standards, ensuring that both employers and apprentices have access to the right support at the right time.

Below are your key contacts and when you should engage with them:

Contacts



Professor Yousef Sultan

Performance Delivery Manager & Designated Safeguarding Lead



Yousef.Sultan@kentbusinesscollege.com
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

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

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

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

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

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**



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