

Apprentice Commitment Charter

Setting clear expectations for success
throughout your apprenticeship journey

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



2026/2027



Welcome to the Marketing Executive Level 4

Welcome to the Marketing Executive Level 4 Apprenticeship at Kent Business College. We are delighted to have you on board and look forward to supporting you throughout this important stage of your professional journey.

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

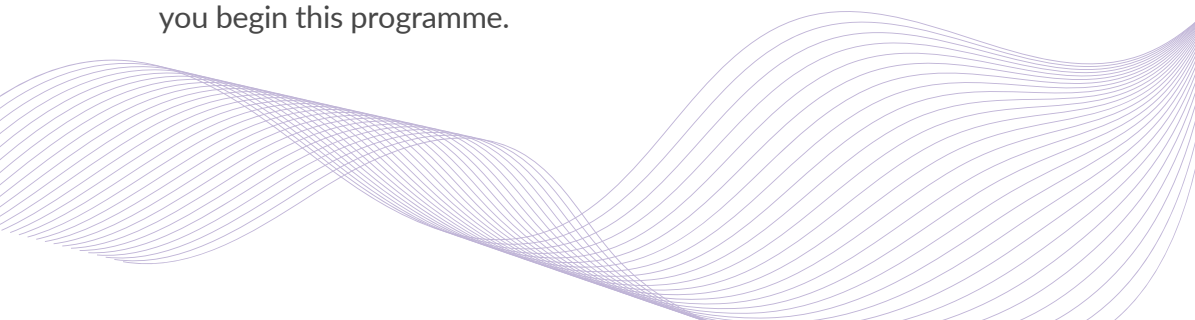
Throughout the programme, you will develop a strong foundation in key areas such as marketing strategy, customer behaviour, digital channels, and campaign delivery. At the same time, you will be working towards achieving the CIM Level 4 Certificate in Professional and Digital Marketing, a highly respected qualification within the industry. This dual approach ensures that you gain both academic recognition and real-world competence.

Your journey will be supported by a dedicated coach who will guide you through your learning, help you reflect on your progress, and ensure that you are developing the knowledge, skills, and behaviours required to succeed. You will also engage with a range of learning activities, including workshops, assignments, and practical projects that are directly linked to your role.

This programme requires commitment, consistency, and a proactive mindset. Success is not simply about completing tasks, but about developing your ability to think critically, solve problems, and add value to your organisation. We encourage you to take ownership of your learning, ask questions, and make the most of every opportunity presented to you.

By the end of this programme, you will not only have achieved a recognised qualification, but you will also have developed the confidence and capability to progress within your career and make a meaningful impact in your organisation.

We are excited to be part of your journey and wish you every success as you begin this programme.





British Values in Your Apprenticeship

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

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

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

The Rule of Law

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

Individual Liberty

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



Mutual Respect

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

Tolerance of Different Faiths and Beliefs

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

Your responsibilities as an apprentice

As part of your apprenticeship, you are expected to:

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

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

Our commitment to you

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

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





Safeguarding and Learner Wellbeing

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

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

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

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

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

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

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



About Kent Business College



1 Background of Kent Business College

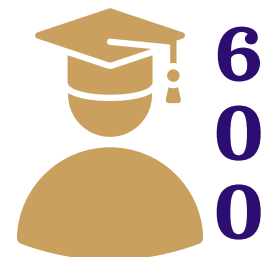
Every professional journey begins somewhere, and for many learners in marketing across the United Kingdom, that journey begins with Kent Business College. Established in 2016, Kent Business College was founded with a clear and purposeful vision. At a time when the relationship between education and industry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



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

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

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



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

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



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

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

2 Background of Kent Business College

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

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

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





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

Off-the-Job Learning

For a Marketing Executive Level 4 apprentice, off the job learning can take many forms. It may include :

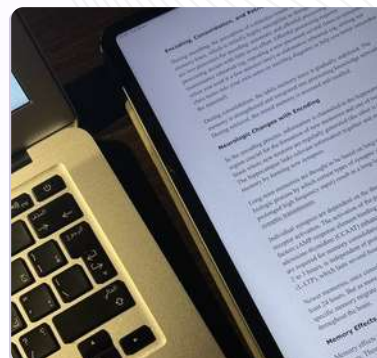
Attending Live Sessions



Studying Learning Materials



Completing Structured Reading



Participating in Workshops



Working on Assignments & Reflections



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

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

Gateway and End Point Assessment

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

- Gateway
- End Point Assessment.

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

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

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



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

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

This is the final stage of your apprenticeship and is:

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

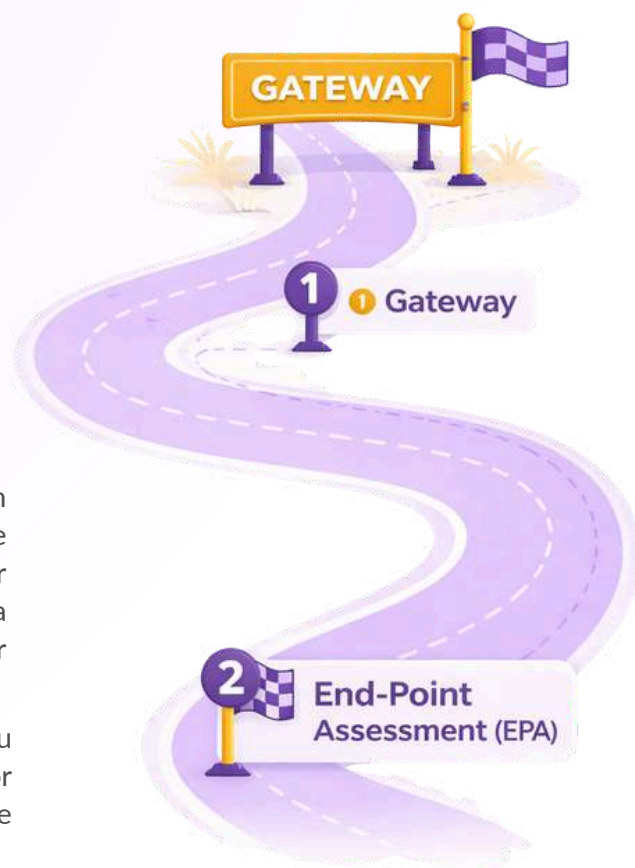
This is not simply an academic test. It is an opportunity to show how you think, how you solve problems, and how you contribute to your organisation as a marketing professional. It is a reflection of your journey, bringing together everything you have learned and applied.

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

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

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

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



Safeguarding, Prevent, and Inclusion





3 Safeguarding, Prevent, and Inclusion

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

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

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

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

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



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

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

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

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

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

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

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

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



Safeguarding as a Deeply Embedded Culture

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



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

Safeguarding Support and Contacts

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

Designated Safeguarding Leads

- Professor Yousef Sultan Yousef.Sultan@Kentbusinesscollege.com
- Tina Wright Tina.Wright@kentbusinesscollege.com

How to report a concern

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

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

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

When to report

You should report if you:

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

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





Safeguarding Support and External Helplines

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

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



Emergency Services

- Call 999 if you are in immediate danger



Non-Emergency Police

- Call 101 for non-urgent police support



NHS Support

- Call 111 for urgent medical or mental health advice



Samaritans (Emotional Support)

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



NSPCC Helpline

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



Shout (Mental Health Text Support)

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



National Domestic Abuse Helpline

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

When to Use External Support

You can contact these services if:

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

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

your journey at Kent
Business College in
Marketing Executive
Level 4



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4 The Dual Programme Approach

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

At the centre of your journey is the Marketing Executive Level 4 apprenticeship. This is the framework set by the Department for Education, designed to develop your competence as a marketing professional through real work-based learning. Alongside this, you will also be working towards the Level 4 Certificate in Professional and Digital Marketing awarded by the Chartered Institute of Marketing. This combination creates a powerful and balanced pathway, bringing together practical experience and professional recognition.

Rather than treating these as two separate programmes, Kent Business College has designed them to work in harmony. Each stage of your apprenticeship is aligned with elements of the CIM qualification, ensuring that your learning feels connected, purposeful, and progressive.



Your journey begins with Marketing Impact and Planning. This module is designed to build your understanding of the role marketing plays within an organisation, how it contributes to strategic objectives, and how marketers create value. At this stage, there is no formal examination required from the CIM, as this element is recognised and supported through your apprenticeship learning. This allows you to focus on building confidence and developing your foundational knowledge without the immediate pressure of assessment.

Marketing Impact and Planning.

The Social Media Executive

Marketing Technology

As you progress, you will move into the Social Media Executive stage. Here, your learning becomes more applied and visible. You will explore how organisations engage with audiences, build brand presence, and deliver campaigns across digital platforms. This stage is aligned with the Social Media Award at Level 4 from the CIM, and you will complete a formal examination during your apprenticeship. Alongside this, you will also develop your skills in campaign planning and project management, enabling you to contribute more effectively to real marketing activities within your role.



Awarded the Marketing Executive Level 4 apprenticeship



The next phase of your journey focuses on Marketing Technology, often referred to as MarTech. This is where you begin to understand the systems, tools, and data that drive modern marketing practice. You will explore topics such as automation, analytics, and agile ways of working, supported by elements of agile project management. The associated CIM assessment for this module takes place after you have successfully completed your End Point Assessment. By this stage, you will have developed both the knowledge and the practical experience needed to approach the examination with confidence and maturity.

At the end of your journey, you will achieve two significant outcomes. You will be awarded the Marketing Executive Level 4 apprenticeship, recognising your ability to perform effectively in a professional marketing role. Alongside this, you will achieve the CIM Level 4 Certificate in Professional and Digital Marketing, providing you with a respected and internationally recognised qualification.



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

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

It is important to understand how this programme is funded. The apprenticeship itself is supported by the Department for Education, meaning that the cost of your Marketing Executive Level 4 programme is covered through apprenticeship funding. In addition to this, Kent Business College invests in your professional development by funding your CIM Level 4 qualification. This includes your membership and examination costs, reflecting our commitment to providing a high quality and comprehensive learning experience.



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

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



5 Learner Journey: Modules and time frame

Every apprenticeship tells a story, and your journey through the Marketing Executive Level 4 programme has been carefully designed to unfold in a way that builds confidence, capability, and professional identity step by step. Rather than overwhelming you with everything at once, the programme is structured into clear stages, each with its own focus, purpose, and pace.

Your journey begins with what we call the soft start in your first month. This is a settling-in period, but it is far more important than it may initially appear. During this time, you are introduced to the systems, the expectations, and the rhythm of the programme. You begin to understand how your learning will be recorded, how your progress will be measured, and how your role at work connects with your apprenticeship. It is also the time where you build your first relationship with your coach, a relationship that will support you throughout the entire programme. The soft start allows you to gain clarity and confidence before moving into more structured learning. The soft start in one to one meeting with your coach and also to submit the evidence of learning it is one hour session.

From the second month through to the fifth month, your focus shifts towards Marketing Impact and Planning. This stage forms the foundation of your professional understanding. You begin to explore how marketing contributes to business success, how organisations analyse their markets, and how decisions are shaped by data and insight. During this period, you will start to see your workplace differently. Tasks that may have once seemed routine will begin to carry more meaning, as you understand the strategy and intention behind them. This phase is about building your thinking as a marketer, not just your ability to complete tasks.

As you move into months six to nine, your journey becomes more dynamic and outward facing through the Social Media Executive stage. Here, marketing becomes more visible and interactive. You will begin to engage with audiences, understand content creation, and explore how campaigns are delivered across digital platforms. This is often the stage where learners feel a strong sense of progress, as they start to contribute more directly to marketing activities within their organisation. Your confidence grows as you apply your learning in real scenarios, and you begin to see the impact of your work.

Following this, you transition into the Marketing Technology stage. Although noted as months twelve to one in sequence, this phase represents the later stage of your learning journey where everything begins to come together. You will explore the tools, systems, and technologies that underpin modern marketing, including data platforms, automation, and agile ways of working. By this point, you are no longer just learning concepts. You are thinking and operating as a developing marketing professional, capable of understanding both strategy and execution.

After completing your learning modules, you will reach an important milestone known as Gateway. This is a formal point where it is confirmed that you are ready to move into the final stage of your apprenticeship. Gateway is not simply about completing tasks. It is about demonstrating that you have developed the knowledge, skills, and behaviours required to perform effectively in your role.

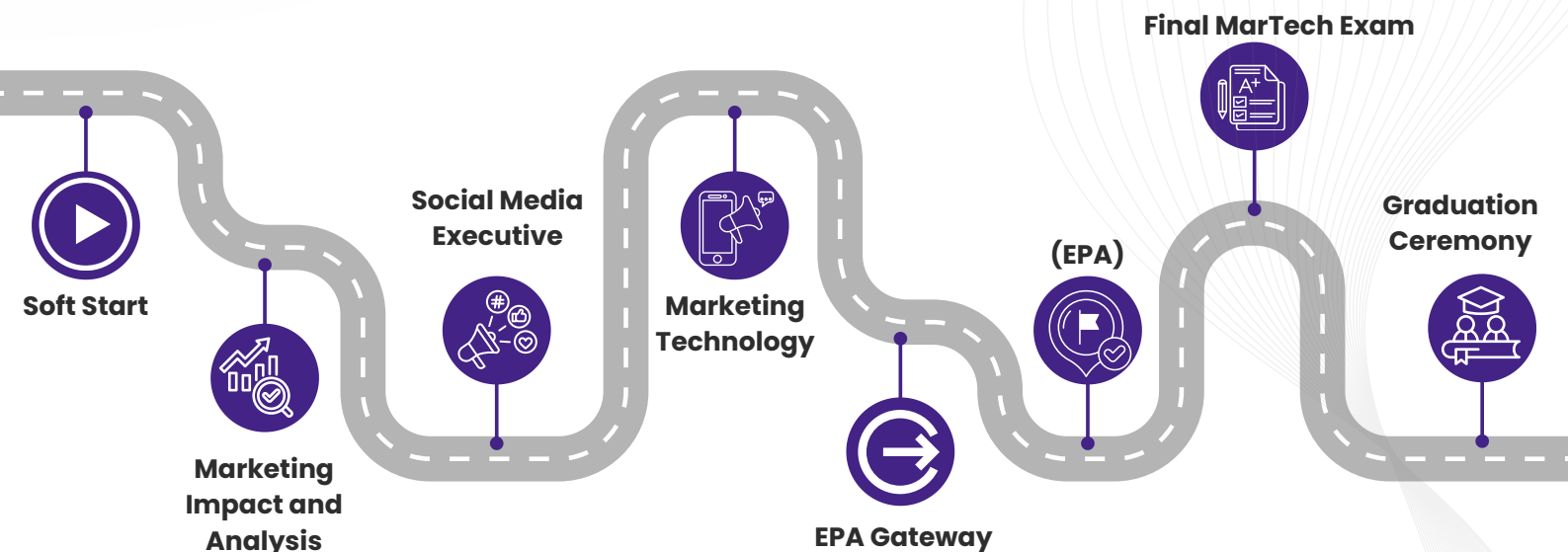


Once you pass Gateway, you will enter the End Point Assessment period, which typically lasts around five months. This stage is where your entire journey is brought together. You will present evidence of your work, reflect on your experiences, and demonstrate your competence as a marketing professional. It is assessed independently, ensuring that your achievement reflects a recognised national standard.

After successfully completing your End Point Assessment, you will then take your final Marketing Technology examination as part of your professional qualification. By this stage, you will have both the knowledge and the practical experience needed to approach this assessment with confidence.

When you look back at your journey, you will see more than a timeline. You will see a progression of development, from learning the fundamentals to applying them with confidence, and finally to demonstrating your capability at a professional level. Each stage has been designed with purpose, ensuring that by the end of the programme, you are not only qualified, but ready for the next step in your career.

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



KSBs

Knowledge, Skills, and

Behaviours



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6 The Programme KSBs

When you first begin your apprenticeship, it may feel as though you are stepping into a world filled with new terminology, systems, and expectations. Among these, you will often hear the phrase Knowledge, Skills, and Behaviours, commonly referred to as KSBs. At first glance, they may seem like a framework designed for assessment, but in reality, they represent something far more meaningful. They are the backbone of your professional development and the thread that connects everything you learn, everything you do, and everything you become.

Imagine your apprenticeship not as a series of lessons, but as a journey where every step contributes to shaping you into a confident marketing professional. The KSBs are the map for that journey. They define what you need to understand, what you need to be able to do, and how you are expected to behave in a professional environment.

Your knowledge is what you learn. It includes the principles of marketing, how customers think, how campaigns are designed, and how businesses operate. Your skills are what you apply. They are demonstrated when you create content, analyse performance, manage projects, or deliver a campaign. Your behaviours are how you carry yourself. They reflect your professionalism, your ability to work with others, your creativity, and your resilience.

What makes your apprenticeship unique is that these KSBs are not learned in isolation. They are developed through your daily activities, your learning sessions, and your workplace experience. This is where Off the Job Hours become important.

6.1. Knowledge

In Marketing Impact and Planning, your knowledge begins to take shape. This is where you are introduced to the fundamentals such as the marketing mix, customer decision making, brand positioning, and market research. You also develop an understanding of how marketing supports wider business objectives and operates within legal and ethical frameworks.

As you move into Social Media Executive, this knowledge is no longer theoretical. You begin to apply it. For example, your understanding of customer behaviour is used to create targeted content. Your knowledge of communication channels is applied when selecting platforms for campaigns. Brand positioning becomes relevant when shaping tone and messaging.

In Marketing Technology Executive, your knowledge becomes more strategic and data-driven. You begin to understand how systems, analytics, and customer data support marketing decisions. Concepts such as CRM, digital tools, and performance measurement bring your earlier knowledge into a more advanced and practical context.

Across all three modules, the same knowledge areas are revisited, but each time at a deeper level. This ensures that by the end of the programme, your understanding is not only broad, but also applied and confident.



No	Knowledge (Original Statement)	Simplified Explanation
K1	The fundamentals of marketing theory that support the marketing process e.g. the extended marketing mix (7P's: Product, Price, Place, Promotion, Physical environment, Process, People), product development, and segmentation	Understanding the basics of marketing and how businesses design products and reach customers
K2	The concepts of brand positioning and management and implementing process to support corporate reputation	Knowing how a brand is presented and managed to build trust and reputation
K3	The principles of stakeholder management and customer relationship management (CRM), both internal and external, to facilitate effective cross-functional relationships internally, and channel and customer relationships externally	Understanding how to manage relationships with customers, teams, and partners
K4	The characteristics and plans of the business and sector they work within, including their vision and values	Knowing how your organisation operates and what it aims to achieve
K5	How marketing contributes to achieving wider business objectives	Understanding how marketing supports business growth and success
K6	The target audience's decision making process and how that can influence marketing activities	Knowing how customers think and what influences their decisions
K7	The sector specific legal, regulatory and compliance frameworks within which they must work, including current Data Protection regulations	Understanding the rules and laws that apply to marketing activities
K8	The principles of effective market research and how this can influence marketing activity e.g. valid data collection sources and methodologies and usage, including digital sources, and when to use quantitative and qualitative methods	Knowing how to collect and use data to support marketing decisions
K9	Basic principles of product development and product/service portfolios	Understanding how products and services are created and managed
K10	The marketing landscape and how routes to market interplay most efficiently, e.g. franchise model, distribution	Knowing how products reach customers through different channels
K11	The features and benefits of different marketing communications channels and media, both digital and offline, and when and how to apply these	Understanding different marketing channels and when to use them



6.2. Skills

Your skills develop gradually as you move through the programme. In Marketing Impact and Planning, the focus is on developing foundational skills. You begin analysing information, understanding campaign structures, and learning how to interpret data. These are the building blocks that prepare you for more practical work.

In Social Media Executive, your skills become active. You start coordinating marketing channels, producing content, supporting campaigns, and working with stakeholders. You are no longer observing marketing activity. You are contributing to it.

In Marketing Technology Executive, your skills become more advanced and integrated. You begin managing multiple campaigns, analysing performance data, using marketing systems, and improving outcomes based on insights. You also develop stronger project management and decision-making capabilities.

Each skill, whether it is campaign planning, communication, or data analysis, is introduced, practised, and then refined across the modules. This repeated exposure ensures that your skills are not only learned, but mastered.

No.	Skills (Original Statement)	Simplified Explanation
S1	Coordinate and maintain key marketing channels (both digital and offline)	Manage and update marketing platforms like social media or websites
S2	Plan and deliver tactical campaigns against SMART (Specific, Measurable, Achievable, Realistic, Time-bound) objectives	Plan and run campaigns with clear goals and results
S3	Manage the production and distribution of marketing materials, e.g. digital, print and video content as appropriate	Organise and deliver marketing content across different formats
S4	Produce a wide range of creative and effective communications, including ability to write and proofread clear and innovative copy, project briefs, and give confident presentations	Create and present clear and engaging marketing content
S5	Able to engage and collaborate with a wide range of clients/stakeholders, across departments internally and with clients/suppliers externally to support marketing outcomes as required	Work effectively with different people to achieve marketing goals
S6	Use good project and time management to deliver projects/tasks/events as appropriate, effectively. Including the ability to divide time effectively between reporting, planning and delivery	Manage time and tasks efficiently to complete work successfully



No.	Skills (Original Statement)	Simplified Explanation
S7	Coordinate several marketing campaigns/projects/events to agreed deadlines	Manage multiple projects and meet deadlines
S8	Effectively liaise with, and manage, internal and external stakeholders including suppliers to deliver required outcomes	Communicate and manage relationships to achieve results
S9	Monitor project budgets within their scope of work using appropriate systems and controls	Track spending and manage budgets within your responsibility
S10	Evaluate the effectiveness of marketing campaigns by choosing the appropriate digital and offline data sources	Measure how well campaigns perform using data
S11	Assimilate and analyse data and information from a range of sources to support marketing activities	Collect and analyse data to support decisions
S12	Evaluate data and research findings to derive insights to support improvements to future campaigns	Use data insights to improve future work
S13	Effectively use appropriate business systems and software to deliver marketing outcomes efficiently, for example to analyse data, produce reports and deliver copy	Use tools and systems to complete marketing tasks effectively
S14	Use appropriate technologies to deliver marketing outcomes e.g. digital/web analytics, social media, CRM	Use marketing technology and platforms to achieve results



6.3. Behaviours

Behaviours are developed throughout your entire journey and become more visible as you progress. In the early stage, during Marketing Impact and Planning, behaviours such as professionalism, curiosity, and willingness to learn are key. You begin to engage with new ideas and develop a disciplined approach to your learning. In Social Media Executive, behaviours such as collaboration, communication, and creativity become more important. You are working more closely with others, contributing ideas, and taking part in real marketing activity.

In Marketing Technology Executive, behaviours such as adaptability, problem solving, and ownership are essential. You are expected to think independently, respond to challenges, and continuously improve your performance based on feedback and data. By the end of the programme, your behaviours reflect those of a professional who is reliable, proactive, and capable of contributing meaningfully within a team.

No.	Skills (Original Statement)	Simplified Explanation
B1	A tenacious and driven approach to see projects through to completion	Stay committed and finish tasks even when challenging
B2	Being a proven "self-starter" and have an adaptable approach to meet changing work priorities	Take initiative and adapt to change
B3	A creative and analytical mind, with a willingness to think of new ways of doing things	Be creative and think differently while analysing problems
B4	They come up with ideas and solutions to support the delivery of their work	Suggest ideas and solve problems in your work
B5	A willingness to learn from mistakes, as not all activities go to plan, and improve their own performance as a result	Learn from mistakes and improve continuously
B6	A high level of professionalism, reliability and dependability with a passion for the customer	Be professional, reliable, and focused on customer needs
B7	A collaborative approach is central to how they work, showing empathy and being mindful to the needs/views of others	Work well with others and respect different perspectives
B8	Ethical behaviour in the way they approach marketing activities and their work, valuing equality & diversity	Act ethically and respect diversity in all work



7 The Modules KSBs

As you progress through your apprenticeship, each module plays a specific role in developing your Knowledge, Skills and Behaviours. Rather than treating KSBs as separate areas, it is more useful to understand how each module contributes to your overall development and how the same KSBs are revisited and strengthened over time.

Each module builds on the previous one. You begin with understanding, move into application, and then develop confidence and independence. By the end of the programme, all KSBs will have been fully covered, applied, and evidenced through your Off the Job Hours and workplace activities.

7.1. Marketing Impact and Planning

This is your foundation stage. It is where most of your core knowledge is introduced and where your understanding of marketing begins to take shape.

During this module, you will focus on key knowledge areas such as the marketing mix, customer behaviour, market research, brand positioning, and how marketing supports wider business objectives. You will also begin to understand the structure of your organisation, its vision and values, and the legal and regulatory environment in which it operates.

At this stage, your skills are developing at a basic level. You will begin analysing information, interpreting data, and understanding how campaigns are structured. You are not yet expected to lead activities, but you are building the capability to do so.

Your behaviours in this module focus on learning. You are expected to be curious, professional, and willing to engage with new concepts. You begin to take responsibility for your development and build good habits in managing your time and completing your work.

In your Off the Job Hours, most of your activities will map to knowledge based KSBs, supported by early development of analytical and reflective skills.

7.2. Social Media Executive

This is your application stage. What you have learned in the first module now becomes practical and visible. Here, you begin to actively contribute to marketing activity. You will work on social media content, support campaigns, and engage with marketing channels. Your knowledge of customer behaviour, communication channels, and brand positioning is now applied in real situations

Your skills develop significantly in this module. You will begin coordinating marketing channels, producing content, working with stakeholders, and supporting campaign delivery. You also start evaluating performance and understanding what works and what can be improved. Your behaviours become more evident in your day to day work. You are expected to collaborate with others, communicate effectively, and contribute ideas. Creativity and initiative begin to play a stronger role.

In your Off the Job Hours, you will map a balanced mix of knowledge and skills, with increasing evidence of behaviours such as teamwork, communication, and adaptability.



7.3. Marketing Technology Executive

This is your development and mastery stage. By this point, your knowledge and skills come together in a more advanced and integrated way. You will focus on marketing systems, data analysis, CRM, and digital tools that support marketing performance. Your understanding becomes more strategic, as you begin to see how data informs decision making and how marketing activity can be optimised.

Your skills become more advanced. You will manage multiple activities, analyse data to improve performance, and use marketing technologies effectively. You are expected to take more ownership of your work and contribute at a higher level. Your behaviours reflect a professional mindset. You demonstrate confidence, problem solving, and the ability to adapt to changing priorities. You are expected to think critically, learn from experience, and continuously improve your performance.

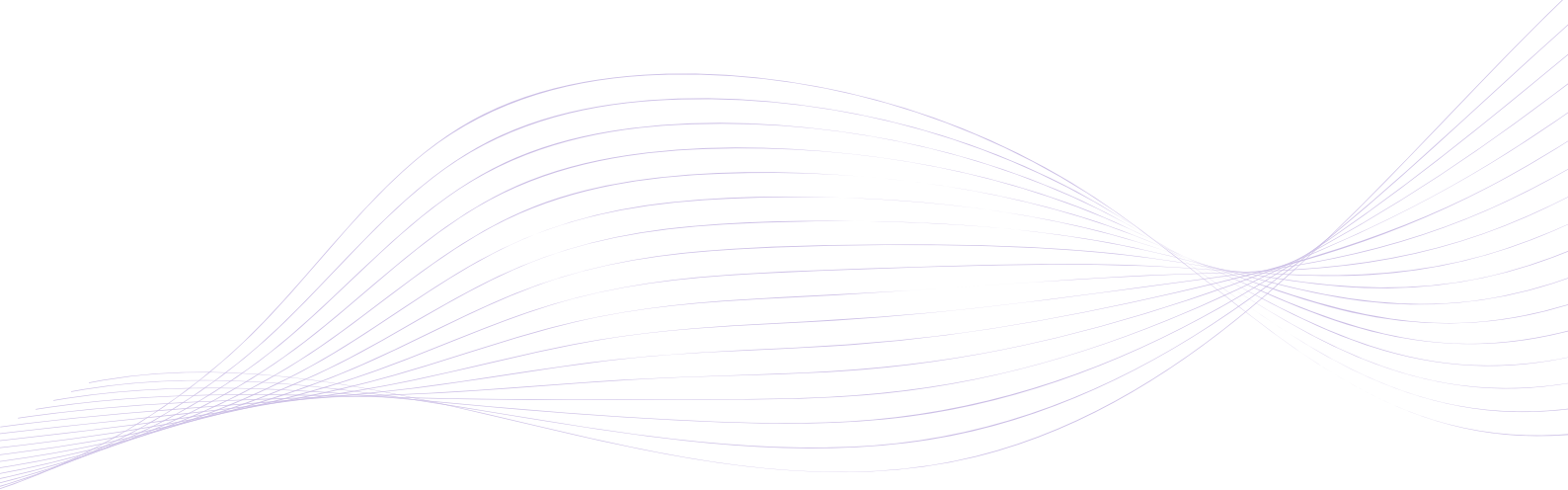
In your Off the Job Hours, your KSB mapping will show a strong combination of knowledge, advanced skills, and professional behaviours, demonstrating readiness for Gateway and End Point Assessment

7.4. Bringing the Modules Together

Each module plays a different role, but all contribute to the same outcome.

- Marketing Impact and Planning builds your understanding.
- Social Media Executive develops your application.
- Marketing Technology Executive strengthens your capability and independence.

Across these three stages, every Knowledge, Skill and Behaviour is covered, revisited, and strengthened. Your Off the Job Hours, reflective reports, and workplace activities provide the evidence that this development has taken place. By the time you reach the end of your apprenticeship, you will not only understand marketing. You will be able to apply it confidently, demonstrate it professionally, and prove it through real impact in your role.





8 Learners Duties

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

8.1 Attend the classes

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

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

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



In the attendance mode programme:

Your attendance is reported monthly to your line manager



You must maintain at least eighty five percent attendance



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



Recorded sessions support learning but do not count towards attendance



In the non attendance mode programme:

Attendance is not formally reported to your line manager



You are not required to attend catch up sessions



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



Your engagement is recorded through your monthly submissions



8.2 Read the materials on the LMS

Independent learning is a mandatory part of your apprenticeship. You are expected to engage with the Learning Management System every week. You must complete a minimum of two hours of reading each week. This includes reviewing session content, reading core materials, and exploring additional resources. All reading activities must be recorded in your monthly submission. This forms part of your off the job learning evidence and is required for compliance.



8.2 Read the materials on the LMS

Independent learning is a mandatory part of your apprenticeship. You are expected to engage with the Learning Management System every week. You must complete a minimum of two hours of reading each week. This includes reviewing session content, reading core materials, and exploring additional resources. All reading activities must be recorded in your monthly submission. This forms part of your off the job learning evidence and is required for compliance.

The screenshot shows the LMS interface for 'Prof.Charl - Impact & Planning - Jan 26'. The left sidebar lists various course units, with 'TB- Marketing Apprenticeship' selected. The main content area displays a PDF lesson titled 'TB- Marketing Apprenticeship'. The PDF content includes 'Chapter 1: Marketing Apprenticeship' with sections on '1.1. Introduction' and '1.2. Role of the Marketing Project Manager'. The PDF also includes a 'Marketing Executive Level 4 KSBD: Knowledge' section.

8.3 Answer the quizzes on the LMS

Each section of your learning materials includes a short quiz. These quizzes typically take around ten minutes and are designed to check your understanding.

You are expected to complete these quizzes regularly as you progress through the materials. They:

- confirm your understanding of key concepts
- highlight areas for improvement
- provide evidence of active learning

Consistent completion of quizzes supports your progression and strengthens your knowledge retention.

The screenshot shows a quiz interface with the following questions:

1. Which statement best describes 'marketing as a management process'?
 - A set of promotional tools such as brochures and websites used only to advertise products.
 - An internal production function concerned only with manufacturing efficiency.
 - A strategic, customer-focused management process that aligns organisational activities to meet customer needs.
 - The process of selling existing products to meet short-term sales targets.
2. Which Ansoff strategy involves selling new products to an organisation's existing market?
 - Market Penetration — increasing share of current products in existing markets.
 - Diversification — selling new products to new markets unrelated to the core business.
 - Market Development — taking existing products into entirely new geographic markets.
 - Product Development — introducing new products to existing customers.
3. What does 'marketing as an exchange process' primarily emphasise?
 - Facilitating a value exchange where both the company and the customer benefit, creating loyalty.
 - Only the use of currency in commercial transactions.
 - The company setting prices arbitrarily to maximise profit regardless of value.
 - The elimination of non-monetary trade such as barter in modern markets.
4. Which real-world example best illustrates 'Market Penetration' from the Ansoff Matrix?
 - Dyson developing hair dryers using its technology to sell to the same customers.
 - Coca-Cola running promotional campaigns to encourage existing customers to buy more.
 - Samsung entering shipbuilding with a new product in a new market.

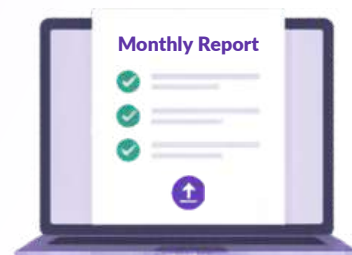


8.4 Submission of your monthly LMS activities

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

Your submission must clearly include:

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



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

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

8.5 Write your monthly reflective report

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

Your report should demonstrate:

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

The emphasis must always be on practical application and measurable impact. This work forms a critical part of your portfolio for End Point Assessment.





8.6 Monthly Coaching Meeting

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

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

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

During the session, your coach will:

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

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

8.7 Attend 10 weeks progress review

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

During the review:

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

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





8.8 Off the Job Hours Reporting

Off the Job Hours form a critical part of your apprenticeship and are a mandatory requirement set by the Department for Education. They represent the time you spend developing your knowledge, skills, and behaviours outside of your normal day to day job responsibilities. Accurate and timely reporting of these hours is essential for compliance, progression, and successful completion of your programme. Your Off the Job Hours must always be clearly recorded, mapped to relevant knowledge, skills, and behaviours, and submitted using the official template provided to you. This ensures consistency, quality, and alignment with Ofsted expectations of outstanding practice.

The way your Off the Job Hours are calculated and reported depends on the delivery mode you are enrolled on. In the attendance mode programme, your weekly class attendance is automatically recorded as part of your Off the Job Hours. Each session contributes approximately two and a half hours. This includes not only the live session itself but also the time spent preparing and reflecting on the learning.

In addition to your weekly sessions, your Off the Job Hours must include your Learning Management System submission activities, your monthly reflective report, and any employer led learning activities. Employer led learning may include structured training, mentoring, shadowing, or any activity where your employer supports your development beyond your usual role. The total Off the Job Hours for each month must exceed thirty hours (inclusive of all attendance time). These hours must be clearly evidenced and mapped to the relevant knowledge, skills, and behaviours to demonstrate meaningful learning and progression.

In the non attendance mode programme, attendance is not automatically recorded. This means that all your Off the Job Hours must be captured within your monthly submission. This includes time spent watching recorded sessions, engaging with learning materials, completing quizzes, writing reflective reports, and participating in any additional learning activities. In this case, your total monthly submission must reach approximately thirty hours. This ensures that your level of engagement remains equivalent to the attendance mode and meets the required learning standards. Regardless of the delivery mode, all Off the Job Hours must be submitted by the twentieth of each month, or the next working day if the twentieth falls on a holiday. **Late submissions may affect your compliance status and could delay your progression.** It is also essential that you use the official template provided. This template is designed to guide you in recording your activities clearly, including the time spent, the learning gained, and the knowledge, skills, and behaviours developed. Using the correct format ensures that your submission meets audit requirements and reflects the quality expected at an outstanding level.

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





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

Overall Expectations

Total OTJH Hours:

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

Attendance Requirement (Attendance Mode Only):

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

Submission Deadline:

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

Template Usage:

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



8.9. Key Rules and Dates You Must Follow

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

All meetings must be booked at least 2 months in advance

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



9 Assessments

This is a dual degree programme. They are the marketing executive level 4 and CIM certificate level 4 in professional and digital marketing.

9.1. Marketing Executive Level 4 Apprenticeship

The first one is the Marketing Executive Level 4 apprenticeship.

9.1.1. Gateway Requirements (Entry to EPA)

The EPA is Chartered Institute of Marketing (CIM). The Gateway is the formal checkpoint before EPA. You cannot enter EPA unless all conditions are met.

Mandatory Requirements



Employer confirms the apprentice is:

- Consistently working at or above the standard

Completion of:

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

Project Approval (Critical)



A project plan (max 350 words) must be:

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

This is very important:

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

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

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

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

9.1.2. EPA 1 – Multiple Choice Test (MCT)

The Multiple-Choice Test is the first hurdle, and it acts as a gateway into the rest of the EPA.

It is designed to confirm that the apprentice has the core knowledge expected of a Marketing Executive.





This includes understanding marketing theory, how businesses operate, how customers behave, and how marketing channels are used. In practice, this means the apprentice must go beyond memorising definitions. For example, it is not enough to know what the 7Ps are; the apprentice must understand how they apply in a real campaign. The test is time-pressured, with 50 questions in 90 minutes, so both knowledge and speed are important. What makes the difference at distinction level is depth of understanding.

Apprentices who achieve distinction typically:

- Recognise how theory applies in real business situations
- Understand the reasoning behind marketing decisions
- Can interpret data and scenarios quickly



In simple terms, this test answers the question:

“Does the apprentice truly understand marketing, or have they just learned the basics?”



Table 1: MCT Overview

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



Table 2: MCT Grading

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



Table 4: How to Achieve Distinction in MCT

Focus Area	What to Do
Knowledge Level	Aim for mastery, not just pass-level understanding
Application	Apply theory rather than memorising definitions
Decision-Making	Understand when and why to use models
Revision Strategy	Use real campaign examples
Data Skills	Practise interpreting data
Compliance	Understand legal frameworks such as GDPR
Performance Target	Achieve 80%+ in mock tests consistently



9.1.2. EPA 1 Multiple Choice Test (MCT)

This is the most important part of the EPA and carries the greatest weight. It is where the apprentice proves they can actually perform the role in a real business environment.

The Project Showcase has steps:

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

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



The project must be real, not theoretical, and must include evidence such as campaign materials, data, or stakeholder feedback. This ensures that the apprentice is assessed on genuine work.



You must demonstrate:



Planning → Research
→ Execution → Evaluation



Stakeholder engagement



Use of marketing frameworks



SMART objectives



Data analysis



Budget/time control

Also:



8–10 pieces of evidence
(annexes) required



Must be real work
(not simulated)

At pass level, the apprentice shows competence. They deliver a campaign, meet objectives, and apply basic theory. This confirms they can do the job.

At distinction level, the expectation changes significantly. The apprentice must demonstrate strategic thinking and business impact.

This includes:

- Critically evaluating marketing theories rather than simply using them
- Analysing data from multiple sources and drawing meaningful insights
- Linking the campaign directly to business goals
- Demonstrating innovation in approach or execution
- Showing measurable results such as increased engagement, leads, or return on investment

The presentation and Q&A then test how well the apprentice understands their own work. The assessor is not just listening to what was done, but why it was done.

Strong apprentices:

- Justify their decisions clearly
- Reflect on what worked and what did not
- Show how they would improve in the future

This stage answers a deeper question:

“Can the apprentice think like a marketing professional and improve business performance?”



Project Showcase Structure

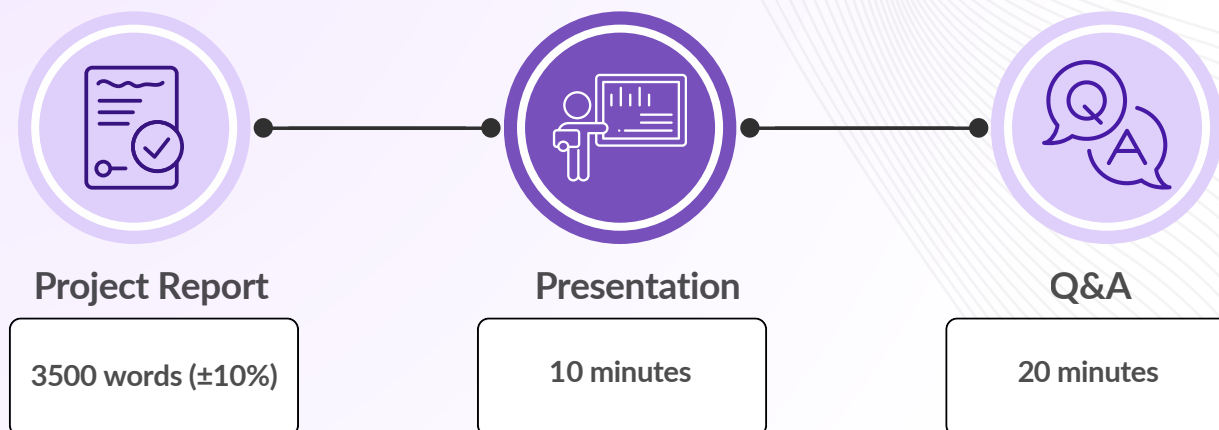
Component	Requirement
Project Report	3500 words ($\pm 10\%$)
Presentation	10 minutes
Q&A	20 minutes

Project Report Requirements

Area	Expectation
Process	Planning → Research → Execution → Evaluation
Frameworks	Use recognised marketing models
Stakeholders	Demonstrate engagement and collaboration
Objectives	Set and measure SMART objectives
Data	Analyse campaign performance
Controls	Manage time and budget
Evidence	8–10 annex items required
Project Type	Must be real work (not simulated)



Project Showcase Structure



Project Report Requirements

Area	Expectation
Process	Planning → Research → Execution → Evaluation
Frameworks	Use recognised marketing models
Stakeholders	Demonstrate engagement and collaboration
Objectives	Set and measure SMART objectives
Data	Analyse campaign performance
Controls	Manage time and budget
Evidence	8–10 annex items required
Project Type	Must be real work (not simulated)



Pass vs Distinction (Project Showcase)

Criteria	Pass (Competent)	Distinction (Advanced)
Marketing Theory	Uses 3 theories	Critically evaluates theories
Objectives	Meets objectives	Links strongly to business strategy
Data Use	Basic data analysis	Advanced, multi-source analysis
Stakeholders	Engages stakeholders	Influences stakeholders deeply
Creativity	Standard delivery	Innovative and creative execution
Impact	Delivers campaign	Demonstrates measurable business impact

Presentation & Q&A Requirements






Element	Requirement
Presentation Length	10 minutes
Q&A Duration	20 minutes
Questions	5-7 questions
Skills Demonstrated	Communication, confidence, clarity
Key Evidence	Skill development, reflection, decision-making

How to Achieve Distinction in Project Showcase

Factor	What Excellence Looks Like
Strategic Thinking	Links campaign to organisational goals
Data Depth	Uses internal, external, and competitor data
Critical Evaluation	Compares and justifies use of models
Innovation	Applies new ideas, channels, or approaches
Impact	Shows measurable results (ROI, leads, engagement)



Key Winning Factors:

 <p>Strategic thinking (not just doing tasks)</p> <hr/> <p>Link campaign to business goals</p>	 <p>Data depth</p> <hr/> <p>Use:</p> <ul style="list-style-type: none"> • Internal data • External market insights • Competitor analysis 	 <p>Critical evaluation</p> <hr/> <p>Compare models (e.g., AIDA vs RACE)</p>	 <p>Innovation</p> <hr/> <p>New channels / creative ideas</p>	 <p>Impact</p> <hr/> <p>Show measurable results:</p> <ul style="list-style-type: none"> • ROI • Engagement uplift • Leads generated
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Simple rule:

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

Level	Approach
Pass	"I delivered a campaign"
Distinction	"I improved the business through marketing strategy"

9.1.5. EPA 3 – Professional Discussion

The Professional Discussion is the final stage and often the one that differentiates strong apprentices from outstanding ones. It is a structured conversation where the apprentice must demonstrate their knowledge, skills, and behaviours through real examples and scenarios.

The assessor will ask:

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



At pass level, the apprentice demonstrates that they can:

Explain key marketing concepts

Show how they have applied them in their role

Provide examples of working with others and delivering tasks

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

- Broader understanding of the business and industry
- Ability to think ahead and anticipate challenges
- Evidence of initiative and leadership
- Examples of exceeding expectations or improving outcomes

For example, instead of saying they completed a campaign, a distinction-level apprentice explains how they identified a problem, adapted the strategy, and improved performance.

This stage answers the final question:

“Is the apprentice ready to operate beyond their current role and add real value to the organisation?”

Table 11: Professional Discussion Overview

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

Table 12: Types of Questions

Question Type	Description
Behavioural	Based on real work examples
Scenario-Based	“What would you do if...” situations
Competency-Based	Demonstrating skills and experience

How to Get Distinction in Professional Discussion? You must sound like a future Marketing Manager, not just an apprentice.



Focus on:

- Giving real examples with results
- Explaining:
 - WHY you made decisions
 - WHAT impact it had

- Showing:
 - Initiative
 - Problem-solving
 - Exceeding expectations

Example difference:

- PASS: "I completed the campaign"
- DISTINCTION:
 - "I identified low engagement, adjusted targeting strategy, and increased conversion by 22%"

9.1.6. Final Grading Rules

The final grade is based on performance across all three assessments:

- To pass overall, the apprentice must pass all three
- To achieve merit, they must gain a distinction in the Project Showcase and one other assessment
- To achieve distinction overall, they must achieve distinction in all three

This structure places a clear emphasis on the Project Showcase because it reflects real work and practical ability. Across all three stages, the difference comes down to mindset and approach.

A pass-level apprentice:

- Completes tasks
- Applies basic knowledge
- Meets expectations



A distinction-level apprentice:

- Thinks strategically
- Uses data to make decisions
- Links work to business outcomes
- Reflects, improves, and adds value



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

Requirement	Outcome
Pass all 3	PASS
Distinction in Project + 1 more	MERIT
Distinction in ALL 3	DISTINCTION



9.2. CIM Certificate Level 4 in Professional and Digital Marketing

The second qualification embedded within the programme is the CIM Level 4 Certificate in Professional and Digital Marketing, which is funded by Kent Business College as part of the apprenticeship offer. Under normal circumstances, the CIM qualification consists of four separate assessments. However, when delivered in conjunction with the Marketing Executive Level 4 apprenticeship, the structure is adapted to provide a more streamlined and integrated pathway. Specifically, the first two units, Marketing Impact and Campaigns Management, are exempt from external CIM assessment, on the condition that the apprentice successfully passes the End-Point Assessment (EPA) of the apprenticeship. This means that achievement of the EPA effectively replaces these two CIM exams.

The remaining two units, Social Media and Marketing Technology (MarTech), must still be completed through formal CIM assessment in order to achieve the full CIM certificate. The Social Media examination is typically scheduled upon completion of the relevant module within the programme. Kent Business College covers the cost of this examination, subject to certain conditions being met.

To be eligible for the funded Social Media exam, apprentices are expected to demonstrate strong engagement and commitment throughout their learning journey.



The conditions are as follows:

- **Off-the-job training hours must be on track or ahead of schedule**
- **All progress reviews must be completed in a timely manner**
- **The revision kit, including quizzes and final revision activities, must be fully completed**
- **Upon successfully passing the examination, the apprentice is required to share their achievement on social media and tag Kent Business College**

The final CIM assessment, typically aligned with the MarTech unit, is undertaken only after the apprentice has successfully completed the End-Point Assessment. This ensures that the apprentice has demonstrated both practical competence through the apprenticeship and academic understanding through the CIM framework before being awarded the full qualification.

This integrated approach allows apprentices to gain both a nationally recognised apprenticeship and a prestigious professional marketing qualification, while reducing duplication and aligning learning with real workplace practice.





10 Early Intervention, Monitoring and Continuous Support

Your progress is monitored continuously to ensure that you are supported effectively throughout your apprenticeship. Engagement, attendance, wellbeing, and academic progress are reviewed regularly through structured systems and coaching interactions. This allows for the early identification of any risks or challenges that may affect your progress.

Where concerns are identified, timely and targeted interventions are put in place. These may include additional coaching sessions, adjustments to your learning plan, employer engagement, or wellbeing support. This proactive approach ensures that issues are addressed early, rather than becoming barriers to success. The aim is to provide the right level of support at the right time, ensuring that no learner falls behind.

Progress is tracked and reviewed regularly, ensuring that all interventions are effective and that you continue to move forward with confidence.





11 Learner Benefits and Enrichment Opportunities

Alongside your core duties, Kent Business College offers a range of opportunities to enhance your experience, support your wellbeing, and accelerate your career development.

11.1 EPA Preparation workshops

In the months leading up to your End Point Assessment, you will be offered preparation workshops. These sessions are optional but strongly recommended. They provide structured guidance, practice opportunities, and support to help you prepare confidently.

11.2 Optional London Masterclass events

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

These events:

- contribute to your off the job learning hours
- support your knowledge, skills, and behaviours development
- provide valuable networking opportunities

Travel costs are covered, and sessions are also available online if you are unable to attend in person.

11.3 Learner Clubs and Communities

You can join learner communities across London, Maidstone, Manchester, and Nottingham.

These include:

- study groups
- professional networking events
- face to face workshops

The College may support venue costs for group study sessions, encouraging collaboration and peer learning.

11.4 Private Healthcare Support

You are eligible to access private healthcare support during your programme. This is optional and requires your consent before enrolment. If you wish to opt in, you can contact the engagement team.

11.5 Diploma Level 7 in Strategy and Leadership

You have the opportunity to enrol in a Level 7 Diploma in Strategy and Leadership at no additional cost. This programme:

- is delivered through weekend sessions
- includes live teaching and recorded access
- is assessed through coursework rather than exams

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



12 Preparation for Next Steps and Future Progression

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

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

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

13 Frequently Asked Questions (FAQs)

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

Safeguarding

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

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

Who are the safeguarding leads?

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

What kind of issues can I report?

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



Wellbeing

How does the College support my wellbeing?

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

What if I am feeling overwhelmed or stressed?

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

Inclusion

What does inclusion mean in this programme?

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

What if I need adjustments to my learning?

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

SEND (Special Educational Needs and Disabilities)

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

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

Do I need to declare my condition?

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

Escalation Points

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

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

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

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

What if I have technical issues?

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



Attendance Reporting

How is my attendance recorded?

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

What happens if I miss a session?

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

Is there a minimum attendance requirement?

Yes, you must maintain at least 85 percent attendance. This means the maximum allowed absence is 15 percent.

Will my employer see my attendance?

Will my employer see my attendance?

Being Busy and Flexibility

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

This is a common situation, and support is available. You should speak to your coach as early as possible.

Can my learning plan be adjusted?

Yes. Your coach can work with you to redesign your study plan, adjust your workload, and align your learning with your work commitments. The aim is to maintain progress while being realistic about your capacity.

Can deadlines be flexible?

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

Final Advice

If you are ever unsure, the most important step is to communicate. Whether it is a small question or a larger concern, there is always someone available to support you. Your success in this programme is a shared responsibility, and you are never expected to manage challenges on your own.



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**

Find Us At :

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