KENT BUSINESS COLLEGE

COLLEGE OF MARKETING

Employer Commitment Charter

Marketing Executive Level 4

CIM Level 4 Certificate in Professional & Digital Marketing

A PRACTICAL REFERENCE FOR EMPLOYERS & LINE MANAGERS

EMPLOYER & LINE MANAGER GUIDE | SEPTEMBER 2026

Employer Commitment Charter

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A complete reference for the employer, line manager and workplace mentor. Use it to agree practical support, organise meaningful workplace learning and make well-evidenced decisions throughout the apprenticeship. The guide supports discussion and preparation alongside your apprenticeship agreement, individual training plan and confirmed programme offer, which record the arrangements for the learner. Professional qualifications and examinations retain their own entry and award requirements. All workplace examples created for this edition are illustrative unless expressly identified as a source account.

About this edition

Kent Business College's employer and line-manager guide to the Marketing Executive Level 4 apprenticeship. This edition brings together employer responsibilities, curriculum guidance, workplace learning, assessment preparation, safeguarding and practical support. Programme and funding information reflects the applicable standards and guidance checked on 13 September 2026.

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Use this book in the workplace

Before enrolment, focus on the partnership, role and learning plan. During delivery, return to the curriculum, workplace evidence and review guidance. As assessment approaches, use the readiness checks and programme-specific requirements. The final chapters explain how to resolve questions and find support.

Welcome

Thank you for partnering with Kent Business College to support your apprentice on the Marketing Executive Level 4 Apprenticeship programme. We are delighted to be working with you and look forward to building a strong, collaborative relationship that delivers real value to your organisation. As an employer or line manager, you are about to play a pivotal role in shaping the development of your apprentice. This programme is designed not only to build their marketing knowledge, but to develop them into a confident, capable, and commercially aware marketing professional who can contribute meaningfully to your business. The apprenticeship combines practical workplace experience with structured learning, ensuring that your apprentice can apply what they learn directly within their role from day one. This integrated approach is what drives both learner success and organisational impact.

Throughout the programme, your apprentice will develop a strong foundation in key areas such as marketing strategy, customer behaviour, digital channels, and campaign delivery. In parallel, they will be working towards the Chartered Institute of Marketing Level 4 Certificate in Professional and Digital Marketing, a highly respected qualification within the industry. This dual approach ensures that they gain both professional recognition and practical competence that benefits your organisation. Your apprentice will be supported by a dedicated coach who will guide their learning, monitor progress, and ensure they are developing the required knowledge, skills, and behaviours. However, your role is equally important. Your support in providing meaningful work, engaging in progress reviews, and encouraging the application of learning will be critical to their success.

The programme includes a range of learning activities such as workshops, assignments, and practical projects, all designed to align with your business context. By supporting your apprentice to engage fully with these activities, you will enable them to develop skills that can be directly applied within your organisation. This apprenticeship requires commitment, consistency, and a proactive approach-from both the apprentice and you as their employer. Success is not simply about completing training; it is about developing capability, improving performance, and delivering measurable impact. We encourage you to actively engage with the programme, provide feedback, and support your apprentice in making the most of this opportunity. On successful completion of the programme, your apprentice will not only have achieved a recognised qualification, but will also be better equipped to contribute strategically, take on greater responsibility, and support the growth of your organisation. We are excited to work in partnership with you and to support both you and your apprentice throughout this journey.

Kent Business College

Every successful apprenticeship begins with a strong partnership between employer and provider. For many organisations across the United Kingdom, that journey begins with Kent Business College. Established in 2016, the College was founded with a clear and purposeful vision: to create a model of education that is fully aligned with the realities of the modern workplace. As an employer, you will recognise that traditional education models do not always translate into workplace performance. Kent Business College was established to address this gap. The focus has always been on delivering programmes that combine academic knowledge with practical application, ensuring that apprentices develop skills they can apply immediately within your organisation. This approach enables you to see tangible value from the apprenticeship from an early stage.

Over time, this vision has evolved into a strong reputation within the apprenticeship sector. Kent Business College is a provider of both the Marketing Executive Level 4 and Marketing

Manager Level 6 programmes. This position has been achieved through a consistent commitment to quality, a deep understanding of employer needs, and a strong track record of delivering successful outcomes. The College supports a growing community of apprentices across its programmes, drawing on experience across different employers and occupational settings. These apprentices represent a wide range of organisations, sectors, and career stages. Some are at the beginning of their marketing careers, while others are progressing into more senior roles. What connects them is the opportunity to develop professionally while contributing to their organisations. The programmes have been carefully designed with employers in mind. They are aligned with the expectations of the Department for Education, industry standards, and the quality benchmarks required for high-performing apprenticeship provision. For you, this means confidence that the programme is structured, compliant, and focused on delivering real outcomes-not just qualifications.

A defining feature of Kent Business College is its strong employer partnership model. You are not simply receiving a training service; you are part of a collaborative process. Employers contribute to programme design, participate in progress reviews, and help shape the learning experience to ensure it remains relevant and impactful. This ensures that your apprentice is developing skills that are directly aligned with your business needs. Equally important is the culture that underpins the College's approach. There is a strong emphasis on professionalism, accountability, and support. Apprentices are treated as developing professionals, and their progress is closely monitored to ensure they are meeting expectations. Their wellbeing is also prioritised, recognising that a supported learner is more likely to succeed and contribute effectively in the workplace. For you as an employer, this means working with a provider that understands the importance of quality, partnership, and outcomes. The focus is not only on helping your apprentice complete the programme, but on ensuring they develop into a capable professional who can add value to your organisation. Ultimately, Kent Business College aims to support you in developing talent that is skilled, confident, and ready to contribute-ensuring that your investment in the apprenticeship delivers meaningful and lasting impact.

British values in the apprenticeship

At Kent Business College, we are committed to promoting and embedding British Values throughout our apprenticeship programmes. These values are fundamental to preparing apprentices not only as skilled professionals, but also as responsible, respectful, and active members of society and the workplace. The core values are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Kent Business College embeds British Values across all aspects of delivery, including teaching sessions, coaching, progress reviews, and safeguarding practices. These values are also aligned with our wider commitment to learner wellbeing, professional conduct, and preparing apprentices for successful and ethical careers. By working in partnership with employers, we ensure that apprentices develop not only the knowledge and skills required for their role, but also the behaviours and values expected in modern British workplaces. As an employer, you play a vital role in reinforcing British Values within the workplace.

British values in workplace practice:

British value	Meaning in workplace practice
Democracy	Apprentices are encouraged to express their views, contribute to discussions, and provide feedback on their learning experience. Employers play a key role by creating an open environment where apprentices feel confident to share ideas and participate in decision-making where appropriate.
The rule of law	Apprentices should understand the rules, policies and legal frameworks that apply within the workplace. This includes organisational procedures, professional standards, health and safety, data protection, and ethical conduct.
Individual liberty	We promote a culture where apprentices are empowered to take ownership of their learning and career development. Employers are encouraged to support apprentices in making informed choices, setting goals, and developing confidence in their professional identity.
Mutual respect	Mutual respect is at the heart of effective working relationships. Apprentices are expected to demonstrate professionalism, courtesy, and consideration towards colleagues, customers, and stakeholders. Employers should model and reinforce a respectful and inclusive workplace culture.
Tolerance of different faiths and beliefs	We actively promote equality, diversity, and inclusion. Apprentices are encouraged to value different perspectives and backgrounds, and employers are expected to provide a safe and supportive environment free from discrimination, bullying, or harassment.

Your responsibilities in reinforcing these values:

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

Safeguarding and Learner Wellbeing

Kent Business College is committed to safeguarding and promoting the welfare, safety and wellbeing of all apprentices undertaking our apprenticeship programmes and CIM qualifications. Safeguarding is central to the way we work with employers, line managers and apprentices, and is embedded throughout the learner journey from enrolment and induction through to progress reviews, workplace learning, coaching, assessment preparation and achievement. As apprentices develop their professional skills in both the workplace and the college environment, safeguarding is a shared responsibility between Kent Business College, the apprentice and the employer. We expect all employers and line managers to provide a safe, respectful and inclusive workplace where apprentices are protected from harm, abuse, neglect, bullying, harassment, discrimination, exploitation, radicalisation and any behaviour that may affect their welfare, confidence or progress.

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

Kent Business College ensures that safeguarding is not treated as a tick box exercise, but as an active part of high quality apprenticeship delivery. Apprentices receive safeguarding information through induction, coaching sessions, progress reviews, learner voice activities and wider personal development topics including British Values, Prevent awareness, equality, diversity and inclusion, online safety, professional conduct and wellbeing. This helps apprentices understand how to keep themselves and others safe in the workplace, online and within wider society. Employers and line managers are expected to support this safeguarding culture by maintaining appropriate professional boundaries, encouraging apprentices to speak openly, responding respectfully to concerns and following agreed reporting routes. Where a concern is identified, Kent Business College will work sensitively and professionally with the apprentice, employer and relevant external agencies where appropriate. Safeguarding information is handled on a necessary and lawful need-to-know basis, recorded securely and escalated in line with College safeguarding procedures. Our aim is to ensure that every apprentice feels safe, listened to, respected and able to succeed. Through strong partnership with employers and line managers, Kent Business College creates a learning environment where apprentices can develop their marketing knowledge, professional confidence and CIM qualification outcomes while being protected, supported and valued throughout their apprenticeship journey.

CHAPTER 01

Welcome to the apprenticeship

Understand the journey from new learning to professional competence.

The apprenticeship journey and a supported start

When you engage in an apprenticeship, you are adopting a model of learning that is fundamentally different from traditional education. Rather than separating study from work, apprenticeships are designed to integrate learning directly into the workplace, enabling your apprentice to develop professionally while actively contributing to your organisation. As an employer, this means that the apprenticeship is embedded within your business. Your apprentice is a member of your team with real responsibilities, while also undertaking structured learning supported by coaching, teaching, and assessment. This dual approach ensures that development is both intentional and aligned with recognised professional standards. The journey combines a supported start, sequenced learning, workplace application, regular coaching and a formal assessment period. Use this sequence to plan workplace opportunities and discuss the apprentice's development at each stage. Your signed training plan records the actual start and end dates.

A supported start:

- Meet your coach in a one-to-one session and discuss the learning journey, goals and support needs.
- Gain access to the learning management system and Aptem, and review the curriculum and programme materials.
- Agree how the apprentice, line manager and college will stay in contact and how protected learning time will fit the working week.
- Attend the programme kick-off and scheduled face-to-face opportunities where these form part of the agreed cohort offer.

The sequence of taught learning:

Learning stage	Indicative sequence	Application in the workplace
1. Marketing Impact and Planning	Months 1-4 of taught learning	Understand marketing principles and business impact; analyse customers, markets and trends; plan and deliver tactical campaigns; measure and evaluate effectiveness.
2. Social Media Executive	Months 5-8 of taught learning	Manage social media channels; create engaging content; manage stakeholders and suppliers; plan and manage projects effectively.
3. Marketing Technology Executive	Months 9-12 of taught learning	Use MarTech tools and CRM systems; analyse data and derive insights; optimise campaigns using technology; apply Agile project management.

Gateway, assessment and continuing support

At the end of the learning period, the employer, apprentice and KBC review readiness against the complete standard and the requirements of the applicable assessment plan. The EPA organisation approves the proposed project scope. Assessment then provides independent confirmation of occupational competence. The normal EPA period for this standard is five months; any permitted resit or retake arrangements are agreed with the EPA organisation. One-to-one coaching, learning resources, workshops, progress reviews and employer support continue throughout the programme. Enrichment may include a full-day London workshop, masterclasses, an Employer Forum and opportunities to contribute to governance. The programme includes scheduled face-to-face opportunities and support with eligible travel; the engagement team confirms the dates, venue, eligibility and booking arrangements for each event.

Protected learning time

KBC plans a substantial weekly learning commitment, typically seven to eight hours where stated in the individual offer. Protect the agreed paid learning time and check that the planned total meets the standard-specific minimum and the apprentice's identified new learning needs. The weekly KBC pattern is a delivery arrangement, not a universal statutory percentage.

Learning through real work, evidence and professional outcomes

One of the key strengths of the apprenticeship model is that learning is immediately relevant. Concepts such as customer segmentation, campaign planning, or digital analytics are not taught in isolation. Instead, your apprentice applies these concepts to real customers, live campaigns, and actual business challenges within your organisation. For you, this creates a direct link between training and performance. The knowledge your apprentice gains is continuously applied, resulting in practical improvements, measurable outputs, and increasing capability over time. Throughout the apprenticeship, your apprentice will engage in a wide range of activities that contribute to both their development and your business. Over time, these activities become more than day-to-day tasks. They form part of the apprentice's portfolio of evidence, demonstrating their growth, capability, and impact. By the end of the apprenticeship, your apprentice will not only have achieved a recognised qualification but will also have developed into a more capable and confident marketing professional.

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

For your organisation	For the apprentice
Increased capability within your marketing function.	Practical experience and demonstrated competence.
Improved performance and contribution from the apprentice.	Professional recognition.
Development of internal talent aligned to your business needs.	Readiness for progression and increased responsibility.

Off-the-Job Training: Your Role and Expectations

A core component of the apprenticeship is off-the-job training, which requires the protected learning hours agreed in the individual training plan. As an employer, your role is to support and protect this time to ensure that meaningful learning takes place. Off-the-job training does not necessarily mean that the apprentice is away from the workplace. It refers to activities that are focused on development rather than routine responsibilities. These activities are essential in ensuring that your apprentice is gaining new knowledge and skills, rather than simply repeating existing tasks. Your support in enabling these activities ensures that learning is continuous, structured, and aligned with the apprenticeship standard. For a Marketing Executive Level 4 apprentice, off-the-job training may include:

- Attending live teaching sessions or workshops.
- Engaging with structured learning materials and guided study.
- Completing assignments linked to workplace activities.
- Participating in coaching or reflective discussions.

- Analysing marketing campaigns or researching industry trends.
- Developing proposals or strategies as part of their learning.

Gateway: Confirming Readiness for Final Assessment

As the programme progresses, your apprentice will approach a key milestone known as Gateway. This is a formal decision point where it is confirmed that the apprentice is ready to move forward to final assessment. Gateway is a joint decision between you, the apprentice, and the training provider. Your role at this stage is critical. You will be asked to confirm that your apprentice is performing at the expected level and is ready to demonstrate their capability independently. Reaching Gateway is a significant milestone, indicating that the apprentice has successfully completed the learning phase and is ready for final assessment. Gateway readiness is assessed against:

- Evidence of progress across knowledge, skills and behaviours.
- Completion of the required learning and assignments.
- Demonstrated competence within the workplace.

End-Point Assessment (EPA): Demonstrating Professional Competence

Following gateway, the apprentice enters end-point assessment. This is conducted by an independent assessment organisation to confirm occupational competence fairly and consistently. The assessment tests whether the apprentice can perform effectively as a Marketing Executive, drawing on the knowledge, skills and behaviours developed throughout the programme. The apprentice's ongoing KBC portfolio supports development and readiness. It is distinct from the project-report annex required for EPA. The normal assessment period is five months. Chapter 3 provides the detailed project, timing and evidence requirements. For the employer, this stage reflects how well the apprentice has been developed within the organisation. Support access, time and confidence while preserving the apprentice's independent work and judgement. The independent assessment comprises:

- Knowledge test: 90 minutes, closed book, with 50 single-answer questions.
- Project Showcase: marketing activity delivered during EPA, with a 3,500-word report (±10%), a ten-minute presentation and twenty-minute question-and-answer session.
- Professional discussion: fifty minutes.

CHAPTER 02

The employer partnership

Make the shared responsibilities work in practice.

The employer partnership and shared responsibilities

As an employer and line manager, your role within this apprenticeship is central to its success. This programme has been designed on the principle that apprenticeships deliver the greatest value when learning is fully integrated into the workplace and aligned to your organisational objectives. The expectations outlined in this section are therefore not administrative in nature -they are intended to ensure that your apprentice develops meaningful capability while contributing to your business performance. The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing Level 4 Certificate in Professional and Digital Marketing, operates through a structured partnership between you as the employer, your apprentice, and the training provider. This approach reflects KBC's expectation that employers play an active and accountable role in the design, delivery, and evaluation of apprenticeship training.

In practical terms, this means that your involvement is essential in ensuring that learning is relevant, applied, and impactful. You are not simply supporting the apprentice- you are enabling them to translate learning into measurable outcomes within your organisation. This programme is delivered through a three-way partnership. Each party has clearly defined responsibilities, but the effectiveness of the apprenticeship depends on how well these roles are integrated. You should expect regular communication with the training provider and active involvement in reviewing progress, shaping learning activities, and ensuring that the apprenticeship aligns with your business priorities.

Stakeholder	Your relationship with them	What this means in practice
Employer / line manager	Workplace mentor and performance leader	You provide the environment, opportunities, and direction for applied learning.
Apprentice	Developing marketing professional	They apply learning in your organisation and contribute to business outcomes.
Training provider	Learning and compliance partner	They deliver training, monitor progress, and support you and your apprentice.

2.2 Your Responsibilities as an Employer / Line Manager

Your role is to ensure that the apprenticeship is not separate from the job, but fully embedded within it. This requires a combination of strategic oversight and day-to-day support. From a strategic perspective, you should ensure that your apprentice's role is appropriate for the programme and provides sufficient exposure to marketing activities. The apprenticeship is designed to develop competencies in areas such as digital marketing, campaign planning, analytics, and customer engagement. Your support in providing access to these activities is essential. Operationally, you are expected to support the apprentice's learning journey by enabling time for training, participating in structured reviews, and providing ongoing feedback. Your engagement will directly influence both the apprentice's success and the return on investment for your organisation. As an employer, you are expected to:

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

2.3 Shared expectations of the apprentice and training provider

Your apprentice is expected to take ownership of their development and demonstrate a professional approach to learning. However, their ability to succeed will depend significantly on the environment and support you provide. You should expect your apprentice to engage fully with both the training and workplace elements of the programme, apply their learning in practice, and contribute to your organisation's objectives. The training provider is responsible for delivering the structured learning element of the programme and ensuring that all regulatory and quality requirements are met. They will work closely with you to support both you and your apprentice throughout the programme. You should expect the provider to maintain regular communication, provide clear guidance, and ensure that your apprentice is progressing as expected.

Your apprentice's responsibilities:

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

The training provider's responsibilities:

- Deliver a curriculum aligned to the apprenticeship standard and CIM qualification.
- Monitor and report on apprentice progress.
- Provide support where there are risks to progress.
- Prepare the apprentice for Gateway and End-Point Assessment.
- Schedule and lead progress reviews.
- Engage with you to ensure the programme meets your organisational needs.

2.5 Line management, apprenticeship principles and accountability

As a line manager, your day-to-day involvement is one of the most important factors influencing the success of the apprenticeship. Your role goes beyond supervision-you are expected to support development, provide context, and help the apprentice translate learning into performance. Effective line managers create an environment where learning is encouraged, feedback is constructive, and development is aligned with organisational goals. By participating in this programme, you are committing to the core principles of apprenticeships as defined by the applicable government apprenticeship rules. These principles ensure that the apprenticeship delivers meaningful and sustained value. This includes supporting substantial new learning, ensuring that training is integrated into the workplace, and enabling the apprentice to develop over time rather than through short-term training interventions. Your involvement helps the apprenticeship deliver useful learning and workplace improvement. Keep a clear account of how you support the apprentice, the opportunities you provide and the progress you observe, so that development discussions lead to informed decisions. You should be prepared to demonstrate how the apprenticeship is benefiting both the apprentice and your organisation.

Day-to-day line-management support:

- Engage proactively with the apprenticeship and respond to communications.
- Support your apprentice through regular coaching and development discussions.
- Link learning activities to your organisation's objectives and KPIs.
- Provide clear, constructive, and timely feedback.
- Champion the apprenticeship within your organisation.

Your commitment to apprenticeship principles:

- Supporting the development of new knowledge, skills, and behaviours.
- Enabling the application of learning in real work contexts.
- Allowing time for structured and sustained development.

- Taking an active role in shaping and improving the programme.
- Supporting the apprentice through to successful End-Point Assessment.

Evidence of employer engagement:

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

2.8 Funding, agreements and the employer contribution

The published maximum funding band is £6,000. The agreed training and assessment price, prior-learning assessment and applicable start-date rules determine the actual funding arrangement. Government apprenticeship funding supports eligible apprenticeship training and assessment; it does not pay the apprentice's wages or automatically fund every optional professional qualification, membership or enrichment benefit. For starts from 1 August 2026, the 2026-27 rules distinguish the employer's levy position and the apprentice's starting age. For an apprentice aged 25 or over with a non-levy employer, the government normally meets 95% and the employer 5% of eligible costs within the band. For that age group where a levy employer has insufficient levy funds, the government contribution to the relevant unfunded eligible costs is 75% and the employer contribution is 25%. Eligible apprentices aged 16-24 with non-levy employers, or with levy employers whose funds are insufficient, receive full government funding up to the band under those rules.

At an agreed eligible price equal to the full £6,000 band, a five per cent contribution would be £300. This is an illustration, not a quotation. The employer remains responsible for wages and any costs above the band. KBC's additional scholarship or professional-development offer must be recorded separately and does not replace mandatory employer co-investment. Confirm the actual price, contribution schedule and invoice treatment with Compliance before signing. The apprenticeship agreement and training plan establish the shared commitment. Check that the job is appropriate, the apprentice has substantial new learning to undertake, the planned hours and duration are realistic, and the employer can provide the necessary work and support. Tell KBC promptly about changes to employment, working hours, responsibilities or circumstances so that the correct action can be agreed and recorded.

CHAPTER 03

Programme purpose, curriculum and impact

Connect professional learning with business priorities and assessment.

3.1 Strategic Intent and Programme Purpose

The strategic intent of this combined programme is clear: it exists to help employers build capable, digitally fluent marketing practitioners who can translate business objectives into measurable campaign activity, while giving apprentices a credible route into sustained progression in the marketing profession. The programme connects employer involvement, a curriculum that responds to skills needs and evidence of development, helping apprentices prepare for employment, progression and greater workplace responsibility. The labour-market case is practical. Employers need marketers who can connect customer understanding, creativity, communication, commercial judgement, data and technology. A structured apprenticeship gives a developing practitioner repeated opportunities to apply these capabilities in a real organisation, receive feedback and improve. This is particularly valuable where teams need to strengthen digital channels, analyse campaign performance or use emerging technologies responsibly.

The combined model also has a distinctive design logic. The apprenticeship standard secures occupational competence through work, off-the-job learning and end-point assessment; the Level 4 qualification from The Chartered Institute of Marketing adds externally validated breadth in marketing impact, integrated campaigns, responsible marketing and digital specialisms such as content, SEO, MarTech and social media. Together, they address the well-documented gap between employer demand for strategic, technical and soft skills and what entry-level marketers often lack. The examples in this guide apply across different employer sizes and sectors. Your coach and line manager should adapt the learning plan and workplace opportunities to the apprentice's actual role, starting point and business context.

Occupational purpose and professional qualification

The occupational purpose of the Level 4 Marketing Executive apprenticeship is to help an employee "shape, support and deliver marketing plans" under strategic direction, with responsibility for channels, campaigns, materials, research, stakeholder liaison and events. In other words, it is designed for a real operational role, not a classroom simulation. The standard recognises marketing as a cross-sector business function, relevant in agency and in-house settings alike, and places equal weight on audience understanding, communication, project discipline and evaluation. The CIM Level 4 Certificate has a parallel purpose: to establish the knowledge, skills and understanding required to perform successfully as a marketing executive, using a flexible four-module structure built around Marketing Impact plus employer-relevant options including Responsible Marketing, Planning Integrated Campaigns, Content Marketing, SEO, MarTech and Social Media Marketing.

This matters strategically because employers do not only need someone who can "do tasks"; they need someone who understands why particular channels, messages, data and technologies should be used. The combined intent addresses a familiar employer challenge: knowing marketing theory is useful, but the apprentice must also communicate effectively, solve problems, interpret evidence and use digital tools in context. Workplace learning and applied assessment connect these capabilities. Professional behaviours develop through real decisions, feedback and reflection, helping the apprentice become dependable as well as technically capable. The two elements complement one another. Workplace competence shows what the apprentice can do in the role; the professional qualification strengthens the knowledge and judgement supporting that practice. The exact CIM modules, assessment arrangements, membership and any exemptions are confirmed in the individual programme offer and registration. Completing one element does not automatically complete the other.

How the apprenticeship and professional qualification complement one another:

Apprenticeship	CIM professional qualification
Applied occupational competence through relevant workplace learning and independent end-point assessment.	Additional professional marketing knowledge and recognition through the agreed CIM qualification and its own assessment requirements.
The employer provides suitable work, learning opportunities, feedback and a judgement of readiness.	The apprentice studies the registered modules and completes the assessments confirmed by KBC and CIM.

Alignment to employer and business need

The programme is designed around explicit employer relevance. Employer participation helps KBC understand skills needs, shape curriculum priorities and provide learning that apprentices can use in employment, further training and study. For employers, that means connecting the programme to live commercial priorities such as demand generation, campaign delivery, customer insight, martech adoption, compliance and stakeholder management. The business rationale should be tested against your own skills needs. Identify where the team relies on a small number of specialists, where campaign results are difficult to explain, and where work is delayed or repeated because capability is missing. A structured apprenticeship can form part of a planned response by combining professional study with carefully chosen workplace development. Record those starting points so that you can evaluate what changes during the programme.

For marketing specifically, useful development priorities often include specialist role knowledge, creative and innovative thinking, analytical and digital capability, persuading and influencing, and presenting recommendations clearly. Discuss which of these matter most in your organisation and give the apprentice opportunities to practise them. The aim is to develop a balanced professional who can explain a recommendation, implement it appropriately and evaluate its effect. Digital transformation strengthens this case. Marketing teams work across online and offline channels, draw on customer and campaign data, and evaluate a growing range of automation and AI tools. The programme's emphasis on channels, analytics, content, search and marketing technology supports these workplace needs. Employers should help apprentices consider data quality, accessibility, consent, brand standards and human review whenever technology informs a marketing decision.

3.2 Curriculum Delivery and Professional Development

As an employer, it is important that you understand how the curriculum is structured and how it supports the development of a competent and confident Marketing Executive. This programme has been designed to go beyond the minimum requirements of the apprenticeship standard by integrating academic rigour, professional qualifications, and applied workplace learning. The Marketing Executive Level 4 Apprenticeship is combined with the Chartered Institute of Marketing Level 4 Certificate in Professional and Digital Marketing. This ensures that your apprentice is not only meeting occupational standards but is also gaining a recognised industry qualification, enhancing both their capability and your organisation's credibility. The KBC programme is designed around a rich, well-sequenced curriculum that develops learners beyond the minimum standard. This programme has therefore been carefully structured to build knowledge, skills, and behaviours progressively, while offering additional professional development opportunities.

3.2.1 Curriculum structure, progression and professional impact

The curriculum is delivered over three core modules, each designed to build on the previous one and develop increasingly advanced marketing capabilities. This structured approach ensures that your apprentice progresses from foundational knowledge to more strategic and technical competencies. The three core modules are described below. The sequencing of these modules is intentional. This progression supports a well-rounded marketing professional who can operate effectively across the organisation and connect learning with measurable business impact. The Marketing Executive Level 4 programme is intentionally designed and sequenced over a 12-month period to develop apprentices from foundational understanding through to applied digital and technology-enabled marketing practice. The curriculum is structured across three core modules: Marketing Impact and Planning, Social Media Executive, and Marketing Technology Executive. Each module builds progressively on the knowledge, skills, and behaviours developed in the previous stage, ensuring that apprentices move from understanding core principles to delivering measurable business impact. The programme builds competence through repeated cycles of learning, application, feedback and reflection. Early activities establish the foundations; later work increases responsibility, judgement and independence. Each stage should generate useful evidence of development as well as a practical contribution to the employer.

The core modules:

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

Progression through the modules:

- First develop a strong understanding of marketing fundamentals and planning.
- Then apply these principles in digital and social media contexts.
- Finally progress to more advanced, data-driven and technology-enabled marketing practices.

Evidence of professional development:

Stage	What the manager should see
Foundation	The apprentice explains the purpose of the activity, the relevant customer or market need, and the connection with organisational objectives.
Application	The apprentice uses the taught approaches in live work, receives feedback and improves their decisions.
Advanced practice	The apprentice handles greater complexity, uses evidence and technology responsibly, and evaluates the effect of their work.
Gateway	The employer and KBC can show readiness across the complete standard and the apprentice understands the independent assessment requirements.
Assessment and progression	The apprentice explains and demonstrates occupational competence and discusses the next stage of professional responsibility.

The manager's contribution

Help the apprentice obtain the data, stakeholder access and appropriate work needed for each stage. Ask what has changed in their understanding, what they can now do more independently, and which development priority should come next.

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

This foundation stage develops an understanding of marketing principles and the business context. This module establishes the core foundations of marketing by developing the apprentice's understanding of marketing theory, organisational context, and the role of marketing within the wider business. Apprentices begin by exploring the extended marketing mix, segmentation, branding, and customer behaviour, while also understanding how marketing aligns with organisational objectives and sector requirements. At this stage, apprentices are introduced to structured planning approaches, enabling them to understand how marketing activities are designed, implemented, and evaluated. The focus is on building confidence in analysing markets, identifying target audiences, and contributing to the development of tactical marketing plans. This module ensures that apprentices develop a strong grounding in marketing fundamentals before progressing to more specialised and applied areas of delivery.

Area	Knowledge, skills and behaviours developed
Knowledge	• The fundamentals of marketing theory that support the marketing process. • The concepts of brand positioning and management. • The characteristics and plans of the business and sector they work within. • How marketing contributes to achieving wider business objectives. • The target audience's decision making process. • The sector specific legal, regulatory and compliance frameworks. • The principles of effective market research.
Skills	• Plan and deliver tactical campaigns against SMART objectives. • Produce a wide range of creative and effective communications. • Assimilate and analyse data and information from a range of sources. • Evaluate data and research findings to derive insights.
Behaviours	• A creative and analytical mind. • A willingness to learn from mistakes. • A high level of professionalism, reliability and dependability.

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

This application stage focuses on delivering campaigns and managing channels. Building on the foundational knowledge developed in Module 1, this stage focuses on the practical application of marketing through social media and campaign delivery. Apprentices develop the ability to manage digital channels, create engaging content, and deliver campaigns aligned with organisational objectives. This module integrates the CIM Social Media Award Level 4 and introduces elements of project management, enabling apprentices to plan, execute, and monitor campaigns effectively. The emphasis is on real-world application, stakeholder engagement, and managing multiple activities simultaneously. Apprentices begin to take ownership of marketing activities, applying their knowledge to live campaigns and developing confidence in delivering measurable outcomes.

Area	Knowledge, skills and behaviours developed
Knowledge	• The features and benefits of different marketing communications channels and media. • The principles of stakeholder management and customer relationship management (CRM). • The marketing landscape and how routes to market interplay most efficiently.
Skills	• Coordinate and maintain key marketing channels. • Manage the production and distribution of marketing materials. • Coordinate several marketing campaigns/projects/events to agreed deadlines. • Effectively liaise with, and manage, internal and external stakeholders.
Behaviours	• A tenacious and driven approach. • Being a proven self-starter. • A collaborative approach. • Ethical behaviour in the way they approach marketing activities.

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

This advanced stage brings together data, technology and performance optimisation. The final stage of the programme focuses on marketing technology (MarTech) and advanced campaign optimisation. Apprentices develop the capability to use digital tools, data analytics, and systems to improve marketing performance and inform decision-making. This module introduces Agile Project Management principles, enabling apprentices to manage marketing activities in dynamic and fast-paced environments. The focus is on data-driven marketing, automation, and the effective use of systems such as CRM and analytics platforms. By the end of this stage, apprentices are expected to independently manage marketing activities, analyse performance, and contribute to continuous improvement within their organisation.

Area	Knowledge, skills and behaviours developed
Knowledge	• Basic principles of product development and product/service portfolios. • The marketing landscape and how routes to market interplay most efficiently. • The sector specific legal, regulatory and compliance frameworks.
Skills	• Evaluate the effectiveness of marketing campaigns by choosing appropriate data sources. • Monitor project budgets within their scope of work. • Effectively use appropriate business systems and software. • Use appropriate technologies to deliver marketing outcomes. • Evaluate data and research findings to derive insights.
Behaviours	• A creative and analytical mind. • A willingness to learn from mistakes. • A collaborative approach. • Ethical behaviour and valuing equality and diversity.

Bringing the Curriculum Together

The sequencing of the curriculum ensures a clear and structured progression from knowledge acquisition to practical application and finally to advanced, technology-enabled marketing delivery. Apprentices begin by understanding core marketing principles, then apply these principles through campaign delivery, and ultimately develop the ability to optimise performance using data and technology. This progression supports the development of well-rounded marketing professionals who are capable of contributing to business objectives and delivering measurable impact. This structured approach ensures that apprentices not only meet the requirements of the standard but also develop the confidence, capability, and professional behaviours expected within modern marketing roles.

Progression and career outcomes

The standard identifies roles such as Marketing Executive, Marketing Officer, Marketing and Communications Officer, Communications Executive and Marketing Specialist. Progression depends on demonstrated competence, experience and organisational opportunity. On completion, discuss which responsibilities the apprentice can now undertake more independently, which results they can evidence, and what further development would prepare them for a broader or more senior role. The Marketing Manager Level 6 Apprenticeship and higher-level CIM study may be suitable next steps where the role and learning need justify them. Professional recognition is another outcome. This apprenticeship is designed to support Affiliate membership of CIM, subject to the applicable requirements. The professional qualification does not automatically confer Chartered Marketer status. That is a separate professional-development route with membership and continuing-development requirements set by CIM. Agree a realistic continuing professional development plan rather than promising promotion, a particular salary or automatic chartership. The programme's purpose is to help employers close capability gaps in campaign delivery, customer insight, digital execution and professional judgement while giving apprentices a credible route towards greater responsibility and professional recognition. Encourage the apprentice to keep an account of achievements, feedback, lessons learned and next development priorities.

3.2.3 Delivery Modes: Structured Interactive and Flexible Digital Learning

The programme is delivered through two high-quality delivery models designed to meet the needs of both apprentices and employers while maintaining full compliance with apprenticeship funding rules and expectations for high-quality education. These models are intentionally designed to ensure that all apprentices, regardless of delivery mode, achieve the same level of competence, professional behaviours, and workplace impact. Both models are underpinned by a strong emphasis on accountability, safeguarding, and measurable progress. While they differ in structure and flexibility, they are equally rigorous and require consistent engagement, evidence of learning, and active participation.

Structured Interactive Delivery Model

The Structured Interactive Delivery Model provides a highly disciplined and engaging learning experience through live, tutor-led sessions. Apprentices are required to attend all scheduled sessions, which are designed to be interactive, collaborative, and aligned with real workplace scenarios. This model ensures that apprentices benefit from immediate feedback, structured progression, and peer interaction. Attendance is a core expectation and is automatically recorded through the learning system. A formal attendance report is shared with the employer on a monthly basis, providing full transparency and enabling early identification of any engagement concerns. Apprentices must attend all sessions as part of their professional commitment. Where a session is missed, the apprentice is required to complete a compensatory session, either through a one-to-one catch-up or a structured group session. This ensures that no gaps in learning occur and that all Knowledge, Skills, and Behaviours are covered appropriately. To maintain high standards of engagement and professionalism, the maximum acceptable absence threshold is set at 10%. Any absence beyond this threshold will trigger intervention and may impact progression. This model is particularly suitable for apprentices who benefit from structured learning environments and direct interaction with tutors and peers.

Flexible Digital Delivery Model

The Flexible Digital Delivery Model provides a more adaptable approach to learning, designed for apprentices working in demanding or variable roles. While apprentices are encouraged to attend live sessions, they may, where necessary, access recorded sessions as an alternative. In this model, learning is not measured purely through attendance but through demonstrated progress against Knowledge, Skills, and Behaviours. Apprentices are required to actively engage with recorded sessions and formally evidence their learning by recording the KSBs covered within each session using the APTEM system. Attendance is not reported as a standalone metric in this model. Instead, engagement is monitored through the employer dashboard, where participation, activity levels, and KSB progression are visible as key performance indicators. This ensures that flexibility does not reduce accountability. This model requires a high level of self-discipline, ownership, and professional maturity. Apprentices must take responsibility for managing their learning, evidencing their progress, and maintaining consistent engagement.

Safeguarding, Engagement, and Monitoring Expectations

Regardless of the delivery model, safeguarding and learner engagement remain a priority. In all cases where an apprentice misses a scheduled session, they will be contacted directly to ensure their wellbeing and continued engagement. This is part of KBC's engagement and wellbeing process and supports its duty of care. KBC's routine escalation includes contacting the line manager where three consecutive sessions are missed without a response. Any urgent safeguarding concern is acted on immediately; staff do not wait for a three-session threshold. This escalation ensures that any potential safeguarding concerns, disengagement risks, or wellbeing issues are addressed promptly and appropriately. This approach ensures that all apprentices are supported, monitored, and safeguarded throughout their learning journey, regardless of the delivery model.

Comparison of Delivery Models

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

Final Position

Both delivery models are designed to achieve the same high standards of learning, professional development, and workplace impact. The distinction lies not in quality, but in the method of engagement. The Structured Interactive Delivery Model offers greater structure and direct interaction, while the Flexible Digital Delivery Model provides adaptability and independence. In both cases, apprentices are expected to demonstrate professionalism, accountability, and consistent progress. The employer's role remains critical in both models to ensure that learning is supported, monitored, and aligned to organisational needs.

3.2.4 Enrichment and continuing professional development

To enhance the learning experience and go beyond the core curriculum, the programme includes a range of enrichment activities designed to broaden the apprentice's perspective and expose them to industry best practice. These enrichment opportunities are a key differentiator of high-quality provision and are strongly aligned with our quality expectations for a rich and ambitious curriculum. As an employer, you are encouraged to support your apprentice in attending these events, as they contribute significantly to their professional development and industry awareness. This apprenticeship is designed not only to develop immediate capability but also to support long-term professional growth. The combination of practical experience, structured learning, and CIM accreditation provides a strong foundation for future progression. Supporting your apprentice through this programme is therefore an investment in developing future talent within your organisation.

Masterclasses and enrichment opportunities:

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

Continuing professional development and progression:

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

3.3 Measuring Impact and Return on Investment

As an employer, one of the most important outcomes of the apprenticeship is the tangible value it delivers to your organisation. This programme is designed not only to develop your apprentice but also to contribute directly to business performance, productivity, and long-term capability. The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is structured to ensure that learning is applied in real workplace contexts. This enables you to measure clear returns on your investment, both in terms of operational performance and workforce development. The value of the programme should be visible in the apprentice's development and the organisation's results. Use evidence of improved performance, progression and workplace contribution to understand what the apprenticeship has achieved and where further support would help.

3.3.1 Business impact and performance improvement

Your apprentice should contribute to real business activities throughout the programme. As their skills develop, their ability to add value will increase, particularly in areas such as marketing performance, customer engagement, and digital presence. You are encouraged to identify and track how your apprentice's work contributes to your organisation's objectives. This may include improvements in campaign effectiveness, increased engagement, or enhanced efficiency in marketing processes. Tracking these outcomes will help you clearly demonstrate the value of the apprenticeship within your organisation. In addition to direct business impact, the apprenticeship should lead to measurable improvements in your apprentice's performance. This includes both technical skills and professional behaviours. You should assess how the apprentice's capability develops over time and how this translates into improved performance within their role. Regular progress reviews and performance discussions will support you in monitoring these improvements.

Examples of business impact:

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

Signs of improved performance:

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

3.3.3 Connecting skills, business outcomes and career development

A key strength of this programme is the direct link between skills development and business outcomes. The knowledge, skills, and behaviours (KSBs) developed through the apprenticeship are designed to align with real workplace requirements. As an employer, you should actively connect what the apprentice is learning with how it is applied within your organisation. This ensures that training is not theoretical but delivers practical benefits. By making these connections explicit, you can maximise the return on your investment. The apprenticeship should also deliver clear benefits to the apprentice's career progression. As their employer, you play a key role in supporting and recognising this development. You should expect your apprentice to become more capable, confident, and ready to take on increased responsibility within your organisation. Supporting your apprentice's progression not only benefits them but also helps you retain and develop talent within your organisation.

Connecting skills to business outcomes:

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

Career development and progression:

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

3.3.5 Evidencing impact and maximising return on investment

To fully demonstrate return on investment, it is important to track both qualitative and quantitative outcomes. This will support internal decision making and provide evidence of the programme's value. You may wish to use a combination of data and feedback to assess impact. Use this evidence in business and development discussions to understand what the apprenticeship is achieving and where further improvement would be valuable. The success of the apprenticeship is measured through the value it creates for the employer and the apprentice. Review how the programme has benefited your organisation, how the apprentice's skills and behaviours have developed, and what evidence supports those judgements. These discussions help KBC and the employer recognise effective practice and agree priorities for further improvement. To achieve the best possible return, your active engagement is essential. By integrating learning into the workplace, supporting development, and tracking outcomes, you can ensure that the apprenticeship delivers maximum value.

Evidence of return on investment:

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

How KBC reviews programme impact:

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

Actions to maximise value:

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

3.4 Preparing for Gateway and End-Point Assessment

As an employer, your role in preparing your apprentice for Gateway and End-Point Assessment (EPA) is critical. This stage represents the culmination of the apprenticeship, where the apprentice must demonstrate full occupational competence as a Marketing Executive. Your involvement ensures that the apprentice is not only academically ready but also capable of performing effectively within a real business environment. The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is designed to prepare apprentices progressively for this final stage. Gateway and EPA follow the occupational standard and applicable assessment requirements. KBC works with you to review the evidence of readiness, identify gaps and arrange the support that helps the apprentice approach independent assessment confidently. Preparation for EPA is not a last-minute activity-it is a structured and ongoing process that requires your active engagement.

3.4.1 Gateway requirements and the employer's readiness review

Gateway is the formal checkpoint at which the employer, apprentice and KBC review whether the apprentice is ready for independent end-point assessment. Readiness is based on sustained occupational competence and the applicable assessment and funding requirements, not simply the passage of time. KBC also reviews the agreed CIM study and on-programme portfolio as part of programme readiness. Those programme requirements should be distinguished from the independent assessment plan's formal gateway conditions. The employer's confirmation records a professional judgement of occupational readiness; the EPA organisation approves the project scope and checks its own entry requirements. As the line manager, you are best placed to assess whether the apprentice is consistently performing at the required level within the workplace. Your input is therefore a key component of the Gateway decision. You should consider not only whether the apprentice has completed the required elements but also whether they are able to apply their knowledge and skills independently and effectively in real situations.

Checks before gateway:

- Completed the agreed learning and applicable off-the-job training recorded in the individual training plan.
- Demonstrated competence across the complete knowledge, skills and behaviours of the occupational standard.
- Met the English and maths conditions applicable to their starting age and individual training plan.
- Prepared the proposed project summary and gateway documentation required by the EPA organisation.
- Discussed support needs, assessment arrangements, access to evidence and the timetable with KBC and the EPA organisation.

The line manager's readiness review:

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

3.4.3 Project Selection and Workplace Relevance

A key component of the EPA is the completion of a project, which is typically based on a real workplace activity. The selection of this project is critical, as it must allow the apprentice to demonstrate a broad range of competencies. As an employer, you play a central role in identifying and supporting an appropriate project. The project should be meaningful, relevant to your organisation, and aligned with the apprenticeship standard. A well-chosen project not only supports successful assessment but can also deliver tangible value to your business. When selecting a project, you should ensure that it:

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

3.4.4 Professional readiness and final preparation

In addition to technical knowledge and skills, EPA assesses the apprentice's professional behaviours. This includes how they communicate, collaborate, manage their work, and demonstrate professionalism. As an employer, your support in developing these behaviours is essential. You should provide opportunities for the apprentice to demonstrate professionalism in real situations and offer feedback to support their development. In the final stages before EPA, your support can make a significant difference to the apprentice's confidence and performance. This includes providing time and space for preparation, as well as constructive feedback on their readiness. You may also be involved in supporting practice activities, such as mock presentations or discussions, to help the apprentice prepare for assessment.

Supporting professional behaviours:

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

Practical support for final preparation:

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

3.4.6 Assessment requirements: the employer's reference

The independent end-point assessment comprises three methods:

- Knowledge test: 90 minutes, closed book, with 50 single-answer questions.
- Project Showcase: marketing activity delivered during EPA, with a 3,500-word report (±10%), a ten-minute presentation and twenty-minute question-and-answer session.
- Professional discussion: fifty minutes.

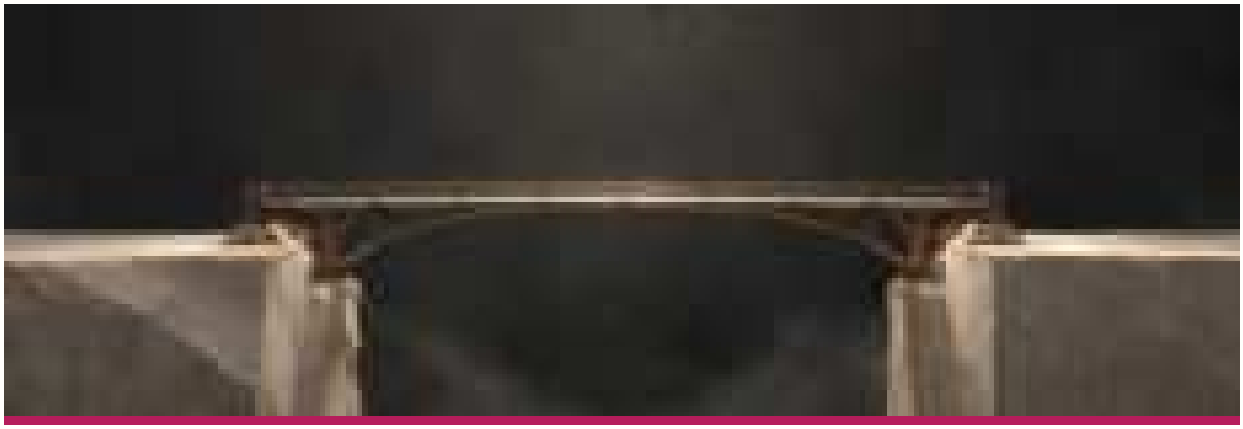
The apprentice has four months after gateway to complete the project report. Annexes, tables and charts are excluded from the specified word count. The project annex contains eight to ten attributable evidence items, mapped to relevant KSBs, and a contribution statement signed by the apprentice and employer. The proposed project summary at gateway is a maximum of 350 words on the EPA organisation's template; the EPA organisation approves the scope. The Project Showcase and professional discussion are assessed independently. The project report must satisfy the fundamental criteria before the apprentice proceeds to the presentation and questioning. The presentation, questioning and professional discussion are arranged on the same day, with the discussion last. Timings carry the tolerances stated in the assessment plan. At Level 4, the knowledge test must also be passed.

KBC's ongoing portfolio supports learning, feedback and gateway readiness. It is distinct from the eight to ten evidence items accompanying the EPA project report. The assessment plan does not set a generic portfolio-item count underpinning the professional discussion. Ask the coach and EPA organisation to identify exactly which documents are needed, how evidence must be authenticated and when each item is due. The normal EPA period is five months. Permitted resits or retakes may extend it to seven months under the assessment plan. Overall grades are fail, pass, merit and distinction; individual methods are graded fail, pass or distinction. The employer should support preparation and access to evidence while preserving independent authorship. Do not write the apprentice's report, supply scripted answers or manufacture evidence. Any assessment adjustment or appeal must follow the EPA organisation's process.

> **Support without taking over**
>
> Before gateway, check that the proposed work provides enough occupational breadth, access to information and stakeholder involvement. During EPA, remove avoidable access barriers and honour the agreed time arrangements. Ask the apprentice to explain their decisions in their own words. Authenticate only the contribution you can reasonably verify.

3.4.7 English, maths and individual gateway requirements

The English and maths requirement depends on the apprentice's age at the start and the applicable funding rules. For apprentices aged 16-18 at the start of a Level 3 or higher programme, approved Level 2 English and maths are required, subject to the applicable exemptions and flexibilities. For starting age 19 or over, standalone English and maths are employer-agreed opt-in; where agreed, the assessment must be attempted, but achievement is not an apprenticeship gateway pass condition under the current rules. KBC records the requirement, relevant prior attainment and any agreed learning in the individual training plan. Employers should check that record early. Do not use an older assessment-plan sentence to impose a blanket English or maths pass condition where the current rules have changed. The apprentice must still develop and demonstrate the literacy, numeracy and communication needed for competent occupational performance.



CHAPTER 04

Employer support in practice

Design the role, protect learning and review progress.

4.1 Off-the-Job Training and Skills Development

As an employer, your understanding and support of off-the-job training is essential to the success of the apprenticeship. Off-the-job training is protected time away from routine productive duties, although it may take place within the workplace. It is a structured and intentional approach to developing the knowledge, skills, and behaviours required for the Marketing Executive Level 4 standard and the Chartered Institute of Marketing qualification. The requirement for off-the-job training is defined by the Department for Education and monitored closely by our performance delivery team. However, the focus is not simply on meeting a numerical requirement. We place far greater importance on the quality, relevance, and impact of training, ensuring that it leads to genuine occupational competence and improved workplace performance.

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

For starts from 1 August 2025, the published standard-specific minimum applies rather than a blanket 20% calculation. The current Marketing Executive standard shows a minimum of 348 off-the-job training hours before any evidenced prior-learning adjustment. The individual training plan may require more learning. This requirement is designed to ensure that the apprentice has sufficient time to develop new skills and knowledge beyond their day-to-day responsibilities. It is important to understand that off-the-job training is not limited to classroom-based learning. It includes a wide range of activities that contribute to the apprentice's development, provided they take place within paid working hours and are directly relevant to the apprenticeship. The key principle is that the activity must involve learning something new, rather than simply performing existing job tasks. For example, off-the-job training may include:

- Attending live teaching sessions or workshops.
- Completing online learning modules or assignments.

- Participating in coaching or mentoring that teaches new occupational knowledge or skills.
- Undertaking research or independent study.
- Working on projects that develop new skills (outside routine duties).
- Shadowing colleagues to gain new insights or experience.

4.1 A practical test for eligible learning

The current published minimum for this standard is 348 off-the-job hours before an evidenced prior-learning adjustment. The amount agreed in the individual training plan may be higher. Confirm the start-date rules and the planned new learning with KBC, and review any change through the formal training-plan process. A coaching discussion counts only to the extent that it teaches new occupational learning. Progress reviews, onboarding or initial assessment, standalone English and maths, testing and examinations are excluded from off-the-job training. Filing evidence or uploading portfolio documents is administration. Routine productive work without new relevant learning does not qualify. An assignment or structured reflection may qualify where it meets the eligible-learning tests; the title of the activity alone is not enough.

- New: the activity develops knowledge, skills or behaviours the apprentice does not already possess.
- Occupationally relevant: the learning relates directly to the apprenticeship standard.
- Planned and evidenced: the activity and learning outcome can be explained and linked to the training plan.
- In normal paid working time: the employer protects the agreed time; a convenient location alone does not establish eligibility.

> **Example: learning from a campaign**
>
> An apprentice spends a planned session learning how to segment a campaign audience, applies the new method to anonymised workplace data and explains the implications for the next campaign. Record the new learning and its link to the standard. Separately record any routine reporting or document-upload time; do not count every minute of the wider task automatically.

4.1.2 Integrating Learning with Workplace Activities

High-quality apprenticeships are characterised by the seamless integration of learning and work. As an employer, your role is to ensure that what the apprentice learns through training is actively applied within your organisation. Rather than viewing off-the-job training as time away from work, it should be seen as an opportunity to enhance performance and capability. When learning is applied effectively, it leads to improved outputs, innovation, and stronger business results. For example, if the apprentice is learning about digital marketing analytics, you can support them by involving them in analysing your organisation's campaign performance. If they are studying content strategy, you can provide opportunities for them to develop and test content within live campaigns. This alignment between learning and work helps the apprentice develop useful capability and contributes to stronger workplace outcomes. You can support integration by:

- Working collaboratively with the training provider to align learning and workplace practice.
- Encouraging the apprentice to share insights and learning with the wider team.

- Linking training topics to current business activities and projects.
- Providing opportunities for the apprentice to apply new knowledge in real scenarios.
- Discussing how learning can improve processes, campaigns or performance.

4.1.3 Your Role in Supporting Off-the-Job Training

Your support as an employer is essential in ensuring that off-the-job training is both effective and compliant. This involves more than simply allowing time for training-it requires active engagement in supporting the apprentice's development. You are expected to create an environment where learning is valued and prioritised. This includes ensuring that the apprentice has the time, resources, and encouragement needed to engage fully with their training. It is also important that off-the-job training is planned and protected. Competing business pressures should not prevent the apprentice from completing their learning, as this may impact both their progress and compliance with funding requirements. Your practical support should include:

- Allocate and protect 7 to 8 hours of the apprentice's working hours for off-the-job training.
- Encourage the application of learning within the workplace.
- Ensure that training takes place during paid working hours.
- Monitor progress and discuss learning during regular one-to-one meetings.
- Engage with the training provider to ensure alignment between training and business needs.
- Support the apprentice in attending all scheduled training sessions.

4.1.4 Quality, relevance and evidence of off-the-job learning

For KBC and its employers, the focus is not on whether the applicable planned learning hours have been met in isolation, but on whether the training is high quality, relevant, and impactful. This means that simply recording hours is not sufficient. The emphasis is on ensuring that those hours are used effectively to develop competence and deliver value. Accurate recording of off-the-job training is a compliance requirement, but it also serves as a valuable tool for tracking development and progress. You will be expected to support the apprentice in maintaining accurate records of their training activities. These records should clearly demonstrate what has been learned and how it relates to the apprenticeship standard. The training provider will support this process through Aptem, but your involvement in reviewing and validating learning is important.

Reviewing the quality and relevance of learning:

- Training is directly linked to the apprentice's role and responsibilities.
- Learning is being applied in the workplace.
- The apprentice is developing new knowledge and skills over time.
- The employer understands and supports the purpose of off-the-job training.
- There is a clear link between training activities and business outcomes.

Recording and evidencing off-the-job training:

- Off-the-job training activities are recorded accurately and consistently.
- Learning outcomes are clearly identified and linked to the standard.
- Progress is reviewed regularly during progress reviews.

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

4.2 Apprentice Role Design and Workplace Integration

As an employer, the design of the apprentice's job role is one of the most critical factors in determining the success and quality of the apprenticeship. This programme has been structured to ensure that the apprentice is not undertaking isolated or administrative tasks, but is instead engaged in meaningful, skills-based work that directly aligns with the Marketing Executive Level 4 standard and the Chartered Institute of Marketing qualification. For KBC and its employers, a key indicator of outstanding provision is that apprentices are fully integrated into the workplace and are developing occupational competence through real, substantive work. This means that your apprentice should be treated as a developing marketing professional, contributing to business objectives while building their capability over time.

4.2.1 Designing the Apprentice Role to Align with the Standard

Your apprentice's role should be intentionally designed to reflect the scope and requirements of the Marketing Executive Level 4 occupational standard. This ensures that they are able to develop the full range of knowledge, skills, and behaviours required for competence in the role. A well-designed role will expose the apprentice to a broad range of marketing activities, enabling them to understand how different functions- such as digital marketing, branding, analytics, and customer engagement- interconnect within your organisation. It is important that the role evolves over time. Early in the programme, the apprentice may focus on supporting activities; however, as their competence develops, they should take on increasing responsibility and ownership. You should ensure that the role:

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

4.2.2 Providing Meaningful Work Activities

A high-quality apprenticeship requires that the apprentice is engaged in meaningful work, rather than routine or repetitive administrative tasks. While some administrative exposure may be necessary, it should not form the core of the role. Meaningful work activities are those that require the apprentice to think critically, apply learning, and contribute to outcomes that matter to your organisation. These activities should allow the apprentice to develop practical marketing skills while understanding the commercial context in which they operate. You should aim to integrate the apprentice into your team in a way that allows them to contribute to live business activities, rather than working in isolation. Examples of meaningful work activities include:

- Supporting the planning and execution of marketing campaigns.
- Creating and managing digital content (e.g. social media, email marketing).
- Conducting market research and analysing customer data.
- Monitoring campaign performance and reporting on key metrics.

- Assisting with brand development and communications.
- Engaging with internal stakeholders and external partners.

4.2.3 Exposure to Real Projects and Business Impact

To meet our delivery quality expectations and maximise the value of the apprenticeship, your apprentice should be given the opportunity to work on real projects with measurable outcomes. This is essential in developing occupational competence and preparing the apprentice for End-Point Assessment. Exposure to real projects allows the apprentice to understand the full lifecycle of marketing activities-from planning and execution to evaluation and optimisation. It also enables them to see the direct impact of their work on business performance, which is a key driver of engagement and professional development.

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

4.2.4 Avoiding Low-Value or Administrative Roles

One of the most common risks in apprenticeship delivery is the use of apprentices for low-value or purely administrative tasks. This approach does not meet the requirements of the apprenticeship standard and is unlikely to satisfy KBC quality expectations. While administrative tasks may form a small part of the role, they should always be linked to learning outcomes and skill development. The majority of the apprentice's time should be spent on activities that contribute to their development as a marketing professional. You should avoid:

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

4.2.5 Integrating Learning into the Workplace

Workplace integration means ensuring that what the apprentice learns through training is consistently applied within their role. This requires active coordination between you and the training provider, as well as a conscious effort to link learning topics to workplace activities. For example, when the apprentice is studying campaign planning or digital analytics, you should aim to provide opportunities for them to apply these concepts in real situations within your organisation. This integration not only reinforces learning but also ensures that the apprenticeship delivers tangible value to your business. To support effective integration, you should:

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

- Collaborate with the training provider to align learning and work activities.

4.3 Progress Reviews and Tripartite Engagement

Progress reviews are a central mechanism for ensuring that the apprenticeship remains on track, delivers meaningful development and achieves strong outcomes. As an employer, your active participation is essential. These are structured professional discussions that evaluate progress, reinforce learning and align development with organisational goals. Within the Marketing Executive apprenticeship, combined with the CIM Level 4 Certificate in Professional & Digital Marketing, progress reviews form the backbone of the partnership between employer, apprentice and training provider. They provide evidence of employer involvement, workplace application and development over time. A well-conducted review checks that learning is taking place and being applied effectively in the workplace. It should result in clear decisions about the next learning priorities, the work and support the apprentice needs, and the person responsible for each agreed action.

4.3.1 Frequency and Structure of Progress Reviews

Progress reviews are conducted at regular intervals to monitor development, address challenges and plan next steps. KBC plans a ten-week review cycle, with monthly coaching and employer touchpoints supporting continuity. The current general government rule requires a review at least every three calendar months, subject to defined exceptions; the exact agreed KBC schedule is recorded in the training plan. Regular reviews ensure that progress is continuous rather than reactive, allowing for early identification of risks and timely intervention where needed. Each review is structured to provide a comprehensive overview of the apprentice's development, including their academic progress, workplace performance, and readiness for future stages of the programme. You should expect progress reviews to:

- KBC plans reviews around every ten weeks as agreed in the training plan.
- Involve all three parties: employer, apprentice, and training provider.
- Follow a structured agenda focused on development and performance.
- Result in clear actions and next steps.
- Include a review of both training progress and workplace application.

4.3.2 Your Role in Progress Reviews

Your role within progress reviews is critical. As the line manager, you provide the workplace perspective, ensuring that the apprentice's development is aligned with organisational expectations and performance standards. You are expected to contribute actively to discussions, providing honest and constructive feedback on the apprentice's performance, strengths, and areas for development. Your input ensures that the review reflects real workplace performance rather than solely academic progress. Your participation also helps turn review decisions into practical workplace support and gives the apprentice a consistent message about the importance of their development. During progress reviews, you are expected to:

- Attend and engage fully in all scheduled reviews.
- Provide feedback on the apprentice's workplace performance and impact.
- Confirm whether learning is being applied effectively in the role.
- Support the identification of development areas and priorities.

- Agree on actions that will support further progress.
- Ensure that agreed actions are implemented within the workplace.

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

A core component of each progress review is the assessment of the apprentice's development against the required Knowledge, Skills, and Behaviours (KSBs) of the Marketing Executive Level 4 standard. Tracking progress against KSBs ensures that development is structured, measurable, and aligned to occupational competence. It also provides a clear framework for understanding how the apprentice is progressing towards Gateway and End-Point Assessment. You will be expected to engage with this process by validating whether the apprentice is demonstrating these competencies within the workplace. Progress tracking should include:

- Review of knowledge development (e.g. marketing principles, digital tools).
- Identification of strengths and areas for improvement.
- Assessment of skills application (e.g. campaign delivery, data analysis).
- Evidence of workplace application and impact.
- Evaluation of behaviours (e.g. professionalism, communication, teamwork).

4.3.4 Action Planning and Continuous Improvement

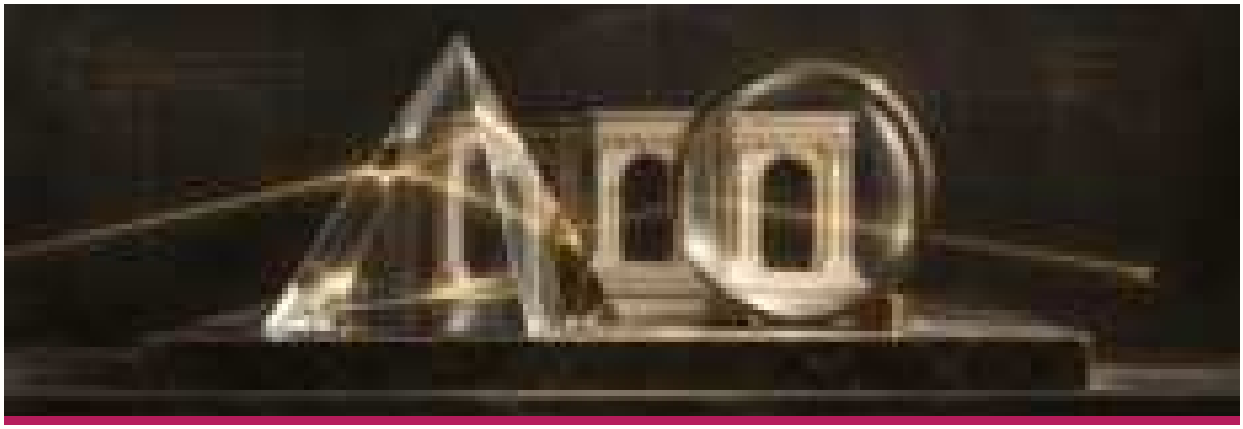
Each progress review should result in a clear and structured action plan. This ensures that the apprentice continues to develop and that any gaps or challenges are addressed promptly. Action planning is a collaborative process involving you, the apprentice, and the training provider. It should focus on practical steps that can be implemented within the workplace to support development. This forward-looking approach ensures that the apprenticeship remains dynamic and responsive to both learner needs and business priorities. Effective action plans should:

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

4.3.5 Evidence of progress and workplace impact

Progress reviews help you and KBC evaluate how effectively the apprenticeship supports development and workplace contribution. They should be meaningful, structured and focused on progress, with a clear account of the decisions taken and the support agreed. Use the review record to understand how your involvement has helped the apprentice develop and how learning is contributing to your organisation. KBC reviews evidence of: While regular reviews are a compliance requirement, their real value lies in driving performance and development. When used effectively, progress reviews become a strategic tool for talent development, enabling you to shape the apprentice's growth in line with your organisational needs. By engaging fully in this process, you will ensure that your apprentice is not only progressing through the programme but is also becoming a more capable and effective contributor to your business.

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



CHAPTER 05

Employer voice, quality and improvement

Identify risks early and shape a stronger programme.

5.1 Monitoring, Performance, and Early Intervention

As an employer, your role in monitoring performance is essential to ensuring that the apprenticeship remains on track and delivers successful outcomes. Effective oversight enables you to identify strengths, address challenges early, and maximise the value of the programme for both the apprentice and your organisation. Within the Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, monitoring is a shared responsibility between you, your apprentice, and the training provider. This collaborative approach reflects KBC's expectation that providers and employers demonstrate strong oversight, timely intervention, and clear evidence of learner progress. High-quality programmes do not wait for issues to arise-they proactively track performance and respond quickly where risks are identified.

5.1.1 Tracking Performance: What You Need to Monitor

To ensure that your apprentice is progressing effectively, maintain visibility over key performance indicators throughout the programme. These indicators provide early insight into engagement, progress and potential risks. Monitoring should not be limited to formal reviews; it should form part of your regular management approach, supported by updates from KBC. Consistent monitoring helps you build a clear picture of development and identify concerns early. A wellbeing score is not a diagnosis or a substitute for a supportive conversation. Respect the apprentice's privacy and the permissions governing access to sensitive information. Review the information made available through agreed reports and authorised dashboard access:

- Attendance at training sessions and workshops, and any agreed catch-up activity.
- Completion and quality of planned off-the-job learning and the supporting evidence.
- Assignment and portfolio submissions, including quality and timeliness.

- Engagement in learning and workplace activities.
- Progress against the standard's knowledge, skills and behaviours.
- Relevant wellbeing information where sharing is appropriate, necessary and lawful.

5.1.2 Recognising risk, intervening early and escalating concerns

Early identification of risks is critical in preventing disengagement or failure to complete the programme. Learners rarely fall behind suddenly; there are usually early indicators that can be observed and addressed. As an employer, you are well placed to recognise changes in performance, behaviour, or engagement that may indicate a developing issue. Information in the Kent Business College Employer Dashboard supports this proactive approach. Recognising these signs early allows for timely intervention, which is a critical factor in successful outcomes.

When a risk is identified, act quickly and collaboratively with KBC to support the apprentice. Early intervention should be supportive and solution-focused, aimed at removing barriers and re-engaging the learner. You are not expected to resolve issues in isolation. Work with the provider to agree appropriate actions and ensure they are implemented. In some cases, additional escalation may be required to ensure that appropriate support is put in place. Your role as an employer includes ensuring that concerns are not overlooked and that timely action is taken. Escalation is not about assigning blame, it is about ensuring accountability and maintaining the quality of the apprenticeship experience. In these situations, you should work closely with the training provider's quality or safeguarding teams, where appropriate, to ensure that the apprentice receives the necessary support.

Early indicators of risk:

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

Initial support and intervention:

- Raise the issue promptly with the training provider.
- Discuss the situation with the apprentice in a supportive manner.
- Identify workplace or personal barriers affecting progress without making assumptions.
- Agree a clear action plan with defined responsibilities.
- Monitor progress closely following the intervention.
- Escalate concerns where progress does not improve or a safeguarding risk requires immediate action.

When further escalation may be needed:

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

- Additional support or adjustments are required.

5.1.5 Working in Partnership for Continuous Monitoring

Effective monitoring is achieved through ongoing collaboration between you and the training provider. Expect regular updates on progress and be prepared to engage where concerns are identified. Aptem and the relevant employer learning-system reports can support tracking of attendance, progress and performance. These systems are most useful when combined with direct observations and feedback from the workplace. Agree what information you need, who will provide it and how you will follow up. System access and data visibility depend on the authorised role and available functionality. Where a particular view is unavailable, use the agreed report or contact the coach rather than allowing a technical gap to interrupt support. To maintain strong oversight, you should:

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

5.2 Employer Feedback and Quality Improvement

As an employer, your feedback is a critical component in ensuring that the apprenticeship programme remains relevant, effective, and aligned to industry needs. This programme has been designed to actively involve you in shaping its delivery, content, and continuous improvement, rather than positioning feedback as a one-off or passive activity. Within the Marketing Executive Level 4 Apprenticeship, employer feedback is systematically collected, analysed, and embedded into quality assurance processes. This approach aligns with the expectations of our quality standards, which look for clear evidence that employers are influencing the programme and that their input leads to tangible improvements. The objective is to create a continuous improvement loop, where your insights directly inform enhancements to curriculum design, delivery methods, and learner support.

5.2.1 Employer feedback and the continuous improvement cycle

To ensure that your voice is consistently captured, you will be invited to complete bi-monthly employer feedback forms. These are designed to gather structured and actionable insights on your experience of the programme and your apprentice's development. Your responses provide real-time insight into what is working well and where improvements may be required. This regular cadence ensures that feedback is timely and reflective of current programme delivery. Your feedback is formally integrated into the programme's Quality Improvement Plan (QIP), which is a key document used to monitor and enhance the quality of delivery. This ensures that your feedback does not remain at a surface level but is translated into measurable actions and improvements. For example, feedback relating to curriculum relevance may lead to updates in module content, while feedback on communication may result in improved engagement processes. A defining feature of high-quality apprenticeship provision is the presence of a clear and effective continuous improvement cycle. As an employer, you are part of this cycle. Your feedback influences decisions, and you will see the outcomes of those decisions reflected in programme improvements.

Topics covered in employer feedback:

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

Completing useful feedback:

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

How KBC uses the Quality Improvement Plan:

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

Where feedback can lead to improvement:

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

The continuous improvement cycle:

- 1. Feedback collection: regular input from employers, apprentices and staff.
- 2. Analysis: identification of trends, strengths and areas for development.
- 3. Action planning (QIP): development of targeted improvement actions.
- 4. Implementation: changes introduced to curriculum, delivery or processes.
- 5. Review: evaluation of impact and effectiveness.

5.2.4 Employer voice and demonstrable improvement

Employer forums, governance participation, curriculum consultation and industry discussions allow you to shape not only the quality of delivery but also the future direction of the programme, ensuring that it remains aligned with evolving industry requirements. This level of engagement is a key characteristic of high-performing apprenticeship programmes, where employers act as partners in design and improvement. Employer feedback is useful when it leads to action and a better experience for apprentices and their managers. KBC and employers should review how feedback has influenced the programme, whether the resulting changes address the original issue and how their effect is communicated. Discuss the changes you have seen and whether they help the apprenticeship meet your business needs; this keeps the improvement process connected to workplace experience. Your contribution is essential in maintaining and enhancing the quality of the programme. By engaging fully with feedback processes and sharing your insights, you help ensure that the apprenticeship continues to deliver value for both learners and employers.

Routes for influencing programme development:

- Employer forums.
- Governance board participation.
- Curriculum consultation activities.
- Masterclass events and industry discussions.

Evidence that feedback is making a difference:

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

Your contribution to continuous improvement:

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

5.3. Employer Forum and Industry Engagement

Your involvement in the wider employer community is a key part of this apprenticeship programme. Beyond supporting your own apprentice, you are offered structured opportunities to influence the direction, relevance, and quality of the programme at a strategic level. This ensures that the curriculum remains aligned to real industry needs and evolving marketing practices. The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is designed to be employer-led and industry-informed. Your experience helps shape curriculum development and programme improvement, keeping learning connected to the work apprentices need to undertake.

5.3.1 Employer Forum Participation

You are invited to participate in a structured Employer Forum, planned three times per year. The forum connects employer experience with the programme's performance, curriculum and future priorities. It brings together employers, industry professionals and programme leaders to discuss what is working, what is changing in the sector and where development is needed. The guide's programme calendar uses first-Friday forums in June, October and February, alongside London masterclass activity. KBC confirms the actual dates, venue, travel support and joining arrangements with each invitation. Check the invitation before booking transport or changing work commitments. Your participation provides a platform to share practical insights and influence the direction of the programme. Bring examples of the work your apprentice undertakes, capability gaps you see in the team, and changes that would strengthen the connection between learning and organisational priorities. Forum discussions include:

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

5.3.2 Industry collaboration, curriculum co-design and participation

The Employer Forum is not only a feedback mechanism, it is also an opportunity for industry collaboration and professional networking. By attending, you will engage with other organisations across sectors, gaining exposure to different approaches, challenges, and innovations within marketing. Such engagement ensures that your organisation remains connected to broader industry developments while contributing to the evolution of the programme. A key objective of the Employer Forum is to enable curriculum co-design. Your feedback and insights are used to ensure that the programme remains relevant, practical, and aligned with current industry requirements. This collaborative approach ensures that the curriculum reflects real-world practice and prepares apprentices to meet the demands of modern marketing roles. The Employer Forum is strategically aligned with the programme's London Masterclass events, allowing you to engage with both the strategic and practical aspects of the apprenticeship. This integrated approach strengthens the overall learning experience and ensures consistency between curriculum design and delivery. Your participation in the Employer Forum and related activities is highly encouraged, as it contributes directly to the quality and relevance of the programme.

Industry collaboration and networking:

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

Curriculum co-design priorities:

- The content and focus of modules, such as digital marketing, analytics and MarTech.
- The balance between theory and practical application.
- The inclusion of emerging topics and technologies.

- The design of assignments and workplace projects.

Benefits of linked masterclasses:

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

Ways to contribute to industry engagement:

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

5.4 Governance and Strategic Oversight

As an employer, your involvement in the governance of the apprenticeship programme provides an opportunity to influence its strategic direction, ensure its relevance to industry, and maintain high standards of quality and accountability. Governance is not a purely internal function; it is strengthened through active employer representation and external challenge, ensuring that the programme continues to meet both business needs and regulatory expectations. The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is supported by a structured governance framework designed to provide oversight, scrutiny, and continuous improvement. Clear accountability and meaningful employer involvement help leaders make decisions that support apprentices, respond to business needs and maintain the quality of the programme.

5.4.1 Governance structure, representation and decision-making

The programme is overseen by a Governance Board that brings together senior representatives from the training provider, employers, and industry stakeholders. The purpose of this board is to provide strategic oversight, monitor performance, and ensure that the programme delivers high-quality outcomes. The board meets on a regular basis to review programme performance, assess risks, and agree on strategic priorities. This ensures that decisions are informed by both operational data and employer insight. Employer representation is a critical component of effective governance. As an employer, you may be invited to participate directly in governance activities, either through formal board membership or through structured engagement channels such as the Employer Forum. This level of engagement ensures that the programme is not designed in isolation but is shaped by those who are actively operating within the marketing profession. The Governance Board plays a key role in shaping the direction of the programme. Decisions made at this level influence curriculum design, delivery approaches, quality assurance processes, and overall programme strategy. This ensures that the programme remains dynamic and responsive to the needs of both learners and employers.

Governance Board membership:

- Senior leaders from the training provider (e.g. quality, curriculum, and operations leads).

- Employer representatives from a range of sectors.
- Industry professionals and subject matter experts.
- Quality and compliance specialists.

The value of employer representation:

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

Decisions employers can influence:

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

5.4.4 Accountability, performance and your contribution to governance

A key function of governance is to provide external challenge. This involves critically reviewing programme performance, questioning assumptions, and ensuring that standards are maintained. Employer representatives play an important role in this process by bringing an external perspective and holding the programme accountable to industry expectations. This level of scrutiny is essential in achieving and sustaining high-quality provision. The Governance Board is responsible for reviewing a range of performance indicators to ensure that the programme is delivering strong outcomes. Regular review of these indicators enables the board to identify trends, address risks, and implement improvements where necessary. Your participation in governance activities, whether directly or indirectly, contributes to the overall quality and effectiveness of the programme. By engaging with governance structures, you help ensure that the apprenticeship remains relevant, high-quality, and aligned to industry needs.

External challenge and accountability:

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

Performance and quality indicators:

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

Your contribution to governance and oversight:

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

CHAPTER 06

Safeguarding, wellbeing and inclusion

Create the conditions in which an apprentice can thrive.

6.1 Safeguarding, Wellbeing, and Duty of Care

As an employer, you play a vital role in ensuring that your apprentice is safe, supported, and able to succeed both professionally and personally. Safeguarding and wellbeing are not separate from the apprenticeship-they are fundamental to creating an environment in which learning and development can take place effectively. The Marketing Executive Level 4 Apprenticeship, combined with the Chartered Institute of Marketing qualification, is delivered within a framework that prioritises learner safety, welfare, and inclusion. KBC places strong emphasis on safeguarding, duty of care, and the promotion of a safe learning environment. Safeguarding is a shared responsibility between you as the employer, the apprentice, and the training provider. Your awareness, engagement, and responsiveness are essential in ensuring that any concerns are identified and addressed promptly.

6.1.1 Your Responsibilities as an Employer

As an employer, you have a duty of care to provide a safe, supportive, and inclusive working environment for your apprentice. This includes both physical safety and psychological wellbeing. You are expected to ensure that appropriate policies, procedures, and practices are in place to protect your apprentice and support their development. This includes compliance with safeguarding, health and safety, equality, and data protection requirements. Your responsibilities extend beyond compliance-you are expected to actively promote a culture where apprentices feel safe, respected, and able to raise concerns. You are expected to:

- Provide a safe and appropriate working environment.
- Comply with all relevant safeguarding and health and safety regulations.
- Ensure the apprentice is aware of workplace policies and reporting procedures.
- Promote equality, diversity, and inclusion.

- Act promptly if any safeguarding or wellbeing concerns arise.
- Work collaboratively with the training provider on safeguarding matters.

6.1.2 Recognising and responding to safeguarding concerns

Safeguarding refers to the protection of individuals from harm, abuse, neglect, or exploitation. While safeguarding is often associated with younger learners, it applies to all apprentices regardless of age. As a line manager, you are not expected to be a safeguarding specialist, but you should have a basic awareness of safeguarding principles and understand how to respond appropriately if concerns arise. If a concern is identified, it should be reported in line with your organisation's procedures and, where appropriate, shared with the training provider to ensure coordinated support.

Recognising potential safeguarding concerns:

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

Responding to concerns:

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

6.1.3 Wellbeing Monitoring and Support

Apprentices often balance multiple responsibilities, including work, study, and personal commitments. Monitoring wellbeing is therefore an important part of supporting their success. As an employer, you are in a strong position to observe changes in behaviour, performance, or engagement that may indicate wellbeing concerns. Regular communication and a supportive management approach are key to identifying and addressing issues early. You should aim to create an environment where the apprentice feels comfortable discussing challenges and seeking support. You can support wellbeing by:

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

6.1.4 Working together to create a supportive learning environment

Safeguarding and wellbeing are most effective when there is strong collaboration between the employer and the training provider. The provider will have designated safeguarding leads and processes in place to support learners. Relevant information may be shared where necessary and lawful to support the apprentice's learning, wellbeing or protection, and you should also share any concerns you identify within the workplace. This partnership approach ensures that support is coordinated, timely, and effective. A positive and supportive environment is essential for enabling apprentices to thrive. This includes not only addressing risks but also promoting wellbeing, inclusion, and professional growth. By taking a proactive approach to safeguarding and wellbeing, you contribute to a culture where apprentices feel valued, supported, and able to perform at their best. Your practical responsibilities are to:

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

6.2 Equality, Diversity, and Inclusion (EDI)

As an employer, your role in promoting equality, diversity and inclusion is essential to creating a workplace where your apprentice can thrive, contribute and develop professionally. EDI is a principle of effective learning, ethical practice and strong organisational performance as well as a compliance responsibility. Within the Marketing Executive apprenticeship and associated CIM qualification, inclusion should be embedded throughout the curriculum and workplace experience. Employers and providers should actively promote equality, value different perspectives and create inclusive learning and working environments. A strong approach supports wellbeing and development while strengthening creativity, innovation, customer understanding and decision-making. It affects how opportunities are allocated, how work is discussed, how audiences are represented and how feedback is given. The employer should model these behaviours and make it possible for the apprentice to ask for support without disadvantage.

6.2.1 An inclusive workplace and fair access to opportunities

An inclusive workplace ensures that all individuals feel respected, valued, and able to contribute regardless of their background, identity, or personal circumstances. As an employer, you are expected to create an environment where your apprentice can participate fully and confidently. This includes embedding inclusive practices into your day-to-day operations, team culture, and management approach. Inclusion is demonstrated not only through policies but through behaviours, communication, and leadership. A key aspect of EDI is ensuring that your apprentice has fair and equitable access to learning and development opportunities. This includes providing the support they need to succeed, recognising that individuals may have different starting points or needs. You should ensure that your apprentice is not disadvantaged in accessing training, projects, or progression opportunities, and that any barriers to participation are identified and addressed.

Creating an inclusive workplace:

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

Ensuring fair access to opportunities:

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

6.2.3 Promoting Ethical Marketing Behaviours

As part of this programme, your apprentice will develop not only technical marketing skills but also an understanding of ethical and responsible marketing practices. This is particularly important in ensuring that marketing activities are inclusive, respectful, and reflective of diverse audiences. As an employer, you have a responsibility to model and promote ethical behaviours within your organisation. This includes ensuring that marketing campaigns and communications are designed and delivered in a way that respects diversity and avoids bias or exclusion. You should encourage your apprentice to:

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

6.2.4 Everyday inclusion and employer leadership

EDI should not be treated as a standalone topic but integrated into everyday workplace practice. This includes how you manage your team, communicate with colleagues, and support your apprentice. Regular discussions around inclusion, awareness of different perspectives, and a commitment to continuous improvement all contribute to a positive and inclusive environment. Your leadership and approach as an employer have a direct impact on how effectively EDI is implemented within the apprenticeship. By modelling inclusive behaviours and supporting your apprentice, you contribute to both their development and the overall culture of your organisation.

Embedding inclusion in everyday practice:

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

Leading by example:

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

6.3 Enrichment, London masterclasses and networking

Enrichment complements the core curriculum by exposing the apprentice to wider professional practice, new perspectives and useful relationships. Employer support helps the apprentice translate this experience into learning and workplace improvement. Your apprentice will be invited to attend in-person masterclass events in London, designed to complement the core curriculum and provide exposure to real-world marketing practice. These events bring together apprentices, employers and industry experts in a professional learning environment. The engagement team confirms the venue and timetable for the relevant event. These sessions bridge the gap between theory and practice, helping your apprentice understand how marketing operates at a strategic and operational level in different organisations. Employers can also contribute through governance or employer engagement opportunities, providing strategic feedback on programme performance, curriculum and delivery improvements. The masterclasses focus on:

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

6.3.2 Travel support and accessibility

The programme offer includes support with transportation for eligible enrichment events. The engagement team confirms the covered costs, eligibility, booking process and any reimbursement evidence before travel is booked. This helps remove barriers to participation and supports equal access to development opportunities. As an employer, your support in enabling your apprentice to attend is essential. Where an event is an agreed learning activity, protect the necessary paid time and discuss how its learning outcomes will be applied. Separate optional social or networking time from any eligible off-the-job learning that is recorded.

6.3.3 Industry learning, networking and workplace impact

A key benefit of the masterclass programme is the opportunity for your apprentice to engage directly with industry experts and experienced professionals. These sessions provide insights that go beyond the standard curriculum, offering perspectives on real challenges, innovations, and best practices within the marketing sector. This interaction with industry professionals supports the development of both technical competence and professional behaviours. The masterclass events also provide valuable networking opportunities for both apprentices and employers. These sessions bring together participants from different organisations and sectors, creating an environment for knowledge sharing and collaboration. The purpose of enrichment activities is not only to broaden knowledge but also to enhance workplace performance. You should encourage your apprentice to apply insights gained from masterclasses within your organisation. This ensures that enrichment activities deliver tangible value to your business. Your support is essential in ensuring that your apprentice fully benefits from these opportunities. By encouraging attendance and reinforcing learning within the workplace, you help maximise the value of the programme.

Learning from industry experts:

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

Networking benefits for apprentices:

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

Networking opportunities for employers:

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

Applying enrichment in the workplace:

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

Supporting participation and development:

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

CHAPTER 07

Employer questions answered

Return to the practical decisions that matter.

1. What is my role, what support will KBC provide, and how can I maximise the benefits?

Your role is central to the success of the apprenticeship: you are actively developing future talent within your organisation. KBC works closely with you throughout the programme, delivering training and learning content, monitoring progress, conducting progress reviews, providing guidance and preparing the apprentice for end-point assessment. This partnership is designed to improve marketing capability and productivity, develop skilled internal talent and support better staff retention. Treat the apprentice as a developing professional, provide meaningful work and responsibilities, support learning and development, engage actively with reviews and feedback, and encourage the application of learning. Your responsibilities throughout the journey are to:

- Providing a suitable job role aligned to the apprenticeship standard.
- Supporting your apprentice's development through meaningful work.
- Allowing time for off-the-job training as agreed in the individual training plan.
- Attending progress reviews and providing feedback.
- Supporting preparation for Gateway and End-Point Assessment.

2. How much training time is needed, and what counts as off-the-job learning?

Your apprentice must complete the planned new occupational learning recorded in the individual training plan, in normal paid working hours. The current standard-specific minimum is 348 hours before any evidenced prior-learning adjustment; KBC may plan more where learning needs require it. This time must be protected and planned. It is a funding requirement and essential for successful completion. An activity qualifies where it is eligible planned learning that develops new knowledge, skills or behaviours relevant to the apprenticeship standard and takes place in normal paid working hours. The learning outcome and its connection with the standard should be clear. Routine productive work without new relevant learning does not count. Progress reviews, initial assessment, onboarding, standalone English and maths, tests and examinations are excluded. Recording or uploading evidence is administration. Discuss uncertain activities with the coach before recording them as off-the-job training.

- Workshops and teaching sessions.
- Assignments and independent learning.
- Coaching sessions.
- Development activities outside their normal duties.
- A teaching session or workshop that develops relevant occupational knowledge or skill.
- A structured assignment, research activity or reflection that develops new occupational learning.
- A planned shadowing or coached activity that teaches a new method or approach relevant to the standard.

3. How often should I attend reviews, and what should I do if my apprentice falls behind?

KBC plans progress reviews around every ten weeks; the general government rule is at least every three calendar months, subject to defined exceptions. Monthly engagement is recommended to maintain continuity. Your attendance is essential because you provide the workplace perspective on performance and development. If the apprentice shows signs of falling behind, such as missed sessions, late work or low engagement, discuss the concerns with them and inform the training provider promptly. Agree an action plan and monitor progress closely. Early support helps the apprentice get back on track, while regular review discussions help you recognise what is improving and where further action is needed.

4. What are gateway and EPA, and how should I support the apprentice's project?

Gateway is the point at which you, the apprentice and KBC confirm readiness for end-point assessment. Review the apprentice's overall performance, confirm that they are competent in their role and agree that they are ready to progress; your approval is required for the apprentice to move forward. You also support a project that is usually based on real workplace activity. Help identify a suitable project, ensure it aligns with business needs, and allow time and support for completion. A strong project benefits both the apprentice and your organisation.

EPA is the independent final assessment of occupational competence. It comprises a 90-minute, closed-book knowledge test with 50 single-answer questions; a Project Showcase based on marketing activity delivered during EPA, with a 3,500-word report (±10%), a ten-minute presentation and twenty-minute question-and-answer session; and a fifty-minute professional discussion. The normal period is five months. The on-programme KBC portfolio supports learning and readiness; it is separate from the EPA project-report annex. Chapter 3 explains the report, evidence, gateway and preparation requirements. Ask the coach and EPA organisation to confirm the assessment arrangements for the individual apprentice.

5. Am I expected to complete any paperwork?

The required paperwork establishes the shared commitment and provides an accurate record. You will need to sign the apprenticeship agreement, training plan and other required contracts; contribute to and confirm progress reviews; provide feedback; and support record accuracy where required. KBC will guide you through the documents and explain any changes before you sign. Read the commitments, learning-time arrangements, funding and responsibilities carefully. Raise a question where something does not reflect the apprentice's role or the agreed offer. Keep copies of the signed documents and ensure that the apprentice and the relevant line manager know where to find them.

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

Inform KBC Compliance immediately when employment ends, a role changes, working hours change or the planned learning may no longer be possible. Give the actual effective date and the relevant circumstances. KBC will review whether an employer transfer, revised training plan, withdrawal or a specific applicable redundancy arrangement is appropriate. A break in learning is not the default way to keep someone enrolled after employment has ended. It is used where its conditions are met, with an intention to return and an agreed plan. Do not assume that funding or training can simply continue unchanged. Early communication protects accurate records and allows the apprentice to receive the right advice and support.

7. How do I give feedback, and do I need to attend masterclass events?

You will be invited to complete bi-monthly employer feedback forms, attend Employer Forums planned three times per year in London, and participate in governance or consultation activities. Your feedback influences programme improvements: share constructive, evidence-based comments and examples that show how the programme meets your business needs. Attendance at masterclass events is encouraged but is not mandatory for employers. These events offer opportunities to network with other employers, gain industry insights and support the apprentice's development. The engagement team confirms the arrangements for each event, including any travel support and booking requirements, before you make commitments.

CHAPTER 08

Contacts and support

Find the right person and the right route to help.

As an employer or line manager, it is important that you know who to contact at Kent Business College to ensure that your apprentice is fully supported and that queries or issues are resolved quickly and effectively. A clear and responsive support structure assists you across learner engagement and performance, compliance, quality and safeguarding. Kent Business College operates a structured support model so that employers and apprentices can access the right support at the right time. Start with the route relevant to the issue; urgent safeguarding action does not wait for an ordinary complaints or progress-review process. Keep a note of the date, the issue, any agreed action and the person responsible for following up. When making contact, include the apprentice's name and programme, a concise description of the issue, relevant dates and a safe way to reach you. Share only the information needed to resolve the matter. If an action is agreed, record the owner and follow-up date, and contact the team again if the issue remains unresolved.

Professor Yousef Sultan: teaching, coaching and programme delivery

Contact and support	When to use this route
Yousef.Sultan@kentbusinesscollege.com Contact your tutor or coach first for routine learning questions. Professor Yousef Sultan is a published further-delivery-support route and a designated safeguarding contact. He supports the resolution of concerns about teaching, learning, coaching and programme performance.	• You have concerns about the quality of training or delivery. • You need further support with a coaching, teaching or programme-performance issue. • A concern needs a senior response or coordinated intervention.

Muhammed El Masry: IT and learning-platform access

Contact and support	When to use this route
Mohamed.Elmasry@kentbusinesscollege.com This is the published IT support route for apprenticeship learning systems and digital tools. Resolving access problems promptly helps prevent technical barriers becoming gaps in attendance, learning or evidence.	• The apprentice cannot log in or access learning materials. • A platform or digital tool is preventing a planned learning activity. • You need guidance on the relevant access or support process.

Youmna Ibrahim: events, enrichment and engagement

Contact and support	When to use this route
Youmn@kentbusinesscollege.com The engagement team supports access to masterclasses, events and the wider learner experience. Confirm the actual event invitation, venue, travel-support arrangements and any benefits before making commitments.	• You require information about masterclass dates or attendance. • You want to support engagement with enrichment activities. • You have questions about travel arrangements, learner benefits or additional resources.

Tina Wright: employer learning support and complaints

Contact and support	When to use this route
Tina.Wright@kentbusinesscollege.com Tina is a published employer-support contact for workplace alignment and the first-stage complaints route. The current complaints policy describes her role as Head of Complaints and Safeguarding. Use the safeguarding email immediately where welfare or protection is involved.	• You need support aligning the apprentice's work with the standard. • You need guidance on employer responsibilities, engagement or workplace support. • You want to raise a complaint about the service, access, assessment support or handling of a concern.

Nada Ibrahim: funding, agreements and changes

Contact and support	When to use this route
Nada.Ibrahim@kentbusinesscollege.com Nada leads Compliance support for programme rules, funding requirements and formal changes. Early contact helps ensure that records, training arrangements and funding decisions reflect the apprentice's actual circumstances.	• You have a question about eligibility, funding or the employer contribution. • Employment, hours, responsibilities or circumstances have changed. • You need to discuss a possible break in learning, withdrawal or return. • You require clarification about contracts, gateway or assessment administration.

College office and the published complaints route: quality and governance

Contact and support	When to use this route
office@kentbusinesscollege.org Graham Heath is Head of the Governance Board and formerly Head of Quality at Kent Business College. The Governance Board oversees the Management Board through scrutiny and challenge. Operational quality concerns should use the appropriate service or complaints route so they can be investigated and resolved; governance oversight does not replace that process.	• The quality or fairness of teaching, assessment feedback or support is in question. • Agreed feedback, review or support actions are delayed. • You have evidence that the programme is not meeting the agreed expectations. • You have suggestions to improve learning, employer support or curriculum relevance.

Safeguarding and urgent concerns

Email safeguarding@kentbusinesscollege.com to raise a concern about safety or wellbeing. For immediate danger, call 999. Take an apprentice's concern seriously, listen calmly, avoid promising absolute secrecy and do not conduct your own investigation. Share necessary information through the agreed safeguarding route, recording what was said and what immediate action was taken. The ordinary complaints stages do not delay protective action. A concern may require a safe contact arrangement, workplace support or external referral. KBC and the employer should coordinate appropriately while respecting privacy and avoiding wider circulation of sensitive personal information.

If a concern remains unresolved

KBC's published complaints policy sets out an accessible, impartial process. Stage 1 is handled through Tina Wright's complaints and safeguarding route; Stage 2 is a Compliance review led by Nada Ibrahim; Stage 3 is the Chief Executive's final internal review. Conflicts are checked, and where the Chief Executive is implicated the Governance Board appoints a non-conflicted reviewer and decision-maker. Explain what happened, the relevant dates, the outcome you seek and any evidence you want considered. Keep a copy of your submission and responses. You may ask for a reasonable adjustment, an alternative communication format or support from a representative. The published policy gives the current timescales and appropriate external escalation route after internal completion. No apprentice or employer should be disadvantaged for making or supporting a complaint.

Further information	Address
Complaints policy	https://kentbusinesscollege.com/policies/complaints/
Governance	https://kentbusinesscollege.com/about/governance/

College contact details

College contact	Details
Organisation	Kent Business College, the trading name of IBIS Consultancy LTD
Address	Maidstone Innovation Centre, Gidds Pond Way, Weavering, Maidstone, Kent, ME14 5FY
Telephone	+44 (0)1622 958955
Programme and employer enquiries	office@kentbusinesscollege.org
Learner support	student@kentbusinesscollege.org
Safeguarding	safeguarding@kentbusinesscollege.com
Office hours and visits	Office hours published by KBC: Monday-Friday, 8.30 am-5.00 pm; Saturday, 9.00 am-1.00 pm, UK time, excluding public holidays. Visits are by arrangement. Contact the college before travelling so that the right person and time can be agreed. Teaching and event locations are confirmed with the relevant invitation.

Online support	Address
Programme and support information	https://kentbusinesscollege.com/contact/
Employer charter	https://kentbusinesscollege.com/employers/employer-charter/

Sources & edition notes

Programme and technical information should be read with the version and start-date conditions explained in this guide. The links below provide the primary reference points.

01. Skills England occupational standard

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

02. Approved end-point assessment plan

https://skillsengland.education.gov.uk/media/1774/st0596-marketing-executive_l4_ap_for-publication-270418.pdf

03. CIM professional qualification

https://www.cim.co.uk/qualifications/certificate-in-professional-digital-marketing/

04. Apprenticeship funding rules 2026-27, version 3

https://www.gov.uk/government/publications/apprenticeship-funding-rules-and-assessment-plan-guidance-2026-to-2027

05. Off-the-job training guidance

https://www.gov.uk/government/publications/apprenticeships-off-the-job-training/apprenticeship-off-the-job-training-guidance--2

06. KBC contact and support

https://kentbusinesscollege.com/contact/

07. KBC named learning and engagement support

https://kentbusinesscollege.com/learners/apprentice-charter/

08. KBC complaints policy

https://kentbusinesscollege.com/policies/complaints/

09. KBC Governance Board

https://kentbusinesscollege.com/about/governance/

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