

KENT BUSINESS COLLEGE

Quality and strategic outlook

Annual self assessment 2025-2026

Quality improvement plan 2026-2027

YEAR END 31 AUGUST 2026



Professional learning • Inclusive opportunity • Demonstrable impact

About this annual review

A year-end account of professional education and a practical programme for the next twelve months.

Purpose and period

This book evaluates Kent Business College's apprenticeship provision from 1 September 2025 to 31 August 2026 and sets out a quality improvement plan from 1 September 2026 to 31 August 2027. It is written for governors, staff, learners and employer partners who want to understand what is working, what will improve and how impact will be demonstrated.

Institutional scope

KBC is the education brand associated with UKPRN 10093689. Legacy monitoring records use IBIS Consultancy Ltd; the July 2026 starts dataset labels that UKPRN Kent Business College Ltd. Provider comparisons use the stable UKPRN. The strategic portfolio is Project Controls Professional Level 6, Associate Project Manager Level 4, Marketing Executive Level 4 and Marketing Manager Level 6.

How to read the judgement

The evidence supports a strong and improving learner experience, growing specialist scale and a credible ambition for sustained exceptional practice. "Exceptional" is a quality ambition in this self-assessment, not an externally awarded grade. The action owners and targets in the QIP are proposed for leadership and board adoption. No approval or completed action is implied by publication.

Evidence and privacy

Survey percentages, national starts, assessment results and case examples answer different questions. They are kept separate throughout. Named professional examples use existing review evidence; sensitive support stories use first names. Source links to private records require authorised access. The original source document remains unchanged.

Inside the annual outlook

The year in perspective	04-07
Learner voice and analytical insight	08-16
Market position and sector benchmarks	17-18
Professional community and innovation	19-24
Evaluation cards and sustained excellence	25-38
The four programme strategies	39-42
Learning and support in practice	43-47
The annual quality improvement plan	48-63
Measures governance and evidence	64-67
References and the next horizon	68-70

Use the contents to navigate. Every page footer returns here. Source references lead to public publications or authorised internal evidence where available.

Strong foundations and a larger ambition

KBC's strongest asset is the connection between professional expertise, personal support and learning that people can use at work.

97.4%

Programme satisfaction in August

93.0%

Delivery satisfaction in August

3 standards

First in England by reported starts*

A compelling learner experience

August questionnaire results show programme, teacher and coach satisfaction each at 97.4%. Delivery satisfaction reached 93.0%, an increase of 10.7 percentage points from the earlier survey. Every detailed quality domain moved upwards. These findings support a confident view of a college whose educational relationships are valued and whose operating model is becoming more consistent.

Specialist leadership with a precise meaning

Analysis of official July 2026 data places KBC first in England for reported starts in three of its four priority standards during August 2025–April 2026. Project Controls Professional, Marketing Executive and Marketing Manager therefore give the college a substantial platform for influencing professional apprenticeship practice. Associate Project Manager is an emerging offer with room for considered growth.

The next chapter

The plan protects teaching and coaching while making the whole journey more dependable. Its priorities are staged EPA preparation, visible careers guidance, accessible resources, useful assessment feedback and early support when progress slows. Growth is linked to tutor and coach capacity, rather than treated as an end in itself.

A definition of success

By August 2027, KBC should be able to connect each major improvement with a learner benefit: clearer participation, stronger work, timely progression or a better supported transition. A role-model provider makes that connection visible, checks it across learner groups and shares the practical methods that others can adapt.

S01; B01–B04. *Derived ranking, August 2025–April 2026 provisional starts, England; not an active-learner or quality ranking.

The strategic scorecard

A balanced view keeps professional ambition, learner experience and verified outcomes in the same conversation.

Dimension	Year-end evidence	2026-27 strategic response
Professional scale	Leading starts in three standards	Protect quality while deepening employer partnerships
Learning relationships	97.4% teacher and coach satisfaction	Maintain capability, continuity and manageable caseloads
Journey confidence	Careers 66.7%; EPA preparedness 46.5%	Stage-specific guidance and independent readiness checks
Impact and assurance	Positive employer cases; incomplete annual QAR	Build comparable outcome and benefits series

Protect the assets that learners value
Teaching, supportive coaching and relevant content are the core of the offer. Learners’ responses make these tangible: 95.6% value their teaching sessions, 93.9% see alignment with their role and goals, and 96.5% say the programme supports their personal and professional development. Maintaining these strengths means protecting preparation time, reflective coaching and access to expertise as the college grows.

Make the journey as strong as the classroom
The questionnaire identifies where consistency will add most value. Careers guidance is positive for 66.7%; EPA preparedness for 46.5%. The latter mixes learners at different stages and is not a gateway-readiness rate. Both provide a clear design brief: make the next step understandable, relevant to the learner’s stage and supported by practical rehearsal.

Add outcome assurance
Satisfaction is an important leading indicator. It should sit beside attendance, authentic learning evidence, programme retention, apprenticeship achievement, professional examinations and employer-confirmed application. The QIP gives each a defined population and owner. This protects the value of strong headline results and prevents unlike measures from being combined.

S01 and B01-B04. All forward measures are proposed; no internal percentage is substituted for a national QAR.

Four programmes one coherent mission

Concentrated expertise gives KBC the opportunity to become a reference point for professional apprenticeships.

Project Controls Professional Level 6

Develop professionals who can connect schedule, cost, risk, change and benefits to decisions. The distinctive opportunity is to combine technical control capability with judgement about business value. Workplace artefacts should show a forecast being explained, an assumption challenged or a decision improved.

Associate Project Manager Level 4

Build the habits that make delivery reliable: structured planning, clear communication, purposeful governance and thoughtful use of data. This is a growth programme. Its learner voice needs a stronger evidence base before the college generalises across cohorts. Development should follow employer demand and teaching capacity.

Marketing Executive Level 4

Help practitioners connect customer insight, content, channels and measurement. Employer examples already describe analytics implementation and better campaign reporting. The next step is consistent evidence of why choices were made and how the learner used results to improve the next activity.

Marketing Manager Level 6

Develop strategic judgement, integrated planning, stakeholder leadership and accountability for commercial value. The programme's growing scale should be matched by challenging workplace assignments, calibrated assessment and clear progression into wider responsibility.

What unites the offer

Professional qualifications enrich the apprenticeship when they serve occupational learning. Author educators, masterclasses, clubs and employer forums add perspective and aspiration. A coherent learner journey gives those opportunities purpose: learn a concept, practise it, apply it, discuss the evidence and decide the next step. This is the educational model KBC can share with the sector.

A disciplined growth rule

Before increasing an intake, confirm tutor coverage, coach capacity, accessible materials, assessment turnaround and employer commitment to learning time. The strongest growth is growth that protects the experience already valued by learners.

An evidence system with clear boundaries

The report brings multiple sources together through interpretation, while preserving their separate populations and dates.

Learner voice tells us what the experience feels like. Learner work and employer evidence show what that experience enables.

Questionnaires

The supplied August review compares two cleaned questionnaires: the earlier collection closed in June and the later one in August. Headline measures and the detailed section have different bases. These event-linked responses offer a broad view of experience; they are not a census and do not provide an invitation-based response rate.

Coaching and progress reviews

The earlier ten-month analysis used December 2025–September 2026. This annual review excludes September. Eligible historical monthly series are retained, and direct Neon extraction is checked separately. Completed dates, genuine selected answers and learner-level repetition controls determine eligibility. Drafts and option-list placeholders are not treated as positive responses.

Operational records and cases

Five identified Neon projects were inspected across learning, review and email archives, support, withdrawal and portal functions. Their records differ in coverage and snapshot date. A July ILR snapshot is not an August-end cohort. A current closed ticket is not proof that support had succeeded by year end. Case narratives are traced to dated evidence and describe the outcome actually recorded.

Public and independent sources

Official starts data provide comparable programme scale. National qualification achievement rates supply outcome benchmarks with different cohorts and denominators. Professional bodies verify defined recognition and authorship. Research studies inform the design of improvement; their effect sizes are not imported as KBC results.

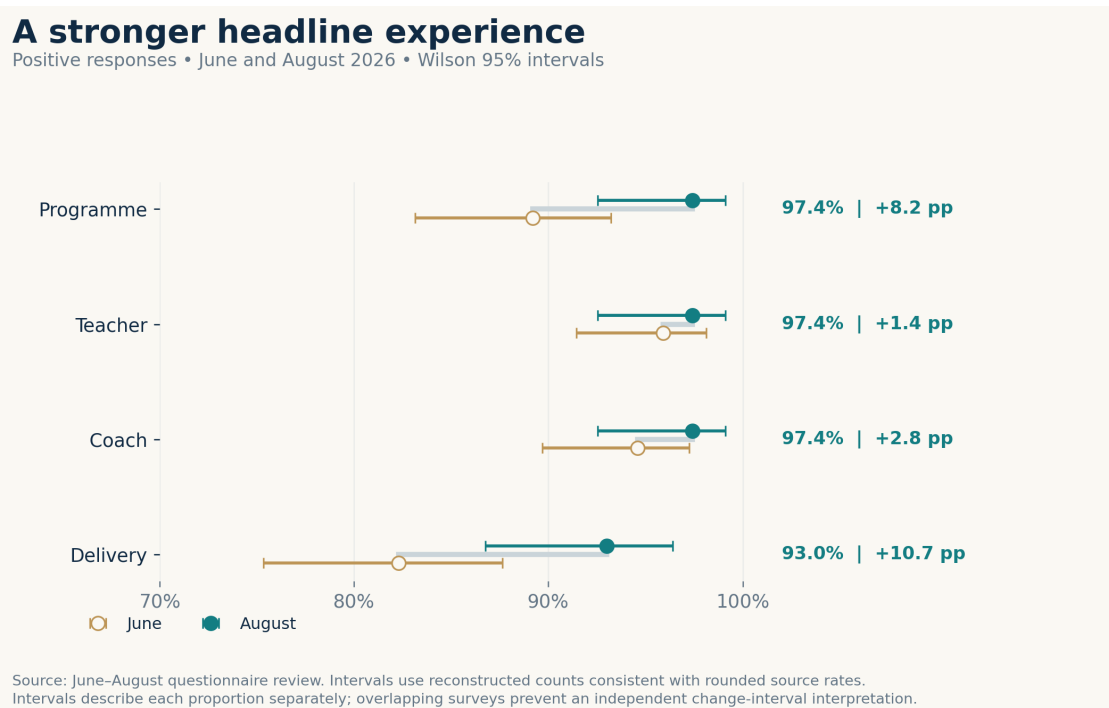
Evidence that earns confidence

Each important claim should have a date, population, measure and source. A historical record recovered in September may describe an August event, but a September result cannot become an August achievement. This simple discipline allows the college to present a bright account without weakening the integrity of the underlying evidence.

S01–S03; B01–B05. Reconstructed archive analysis and source-coverage notes are retained in the technical appendix.

Learners value the programme and its people

The largest gains concern the overall programme and its delivery, while satisfaction with teachers and coaches remains very high.



Interpretation

Programme positivity rose from 89.2% to 97.4%; delivery from 82.3% to 93.0%. Teacher and coach results began above 94%, leaving less headroom for improvement. High starting points make stability meaningful, particularly when the organisation is growing.

Confidence and practical meaning

The chart shows approximate Wilson 95% intervals for each positive share, reconstructed from the reported sample bases and rounded percentages. The intervals reflect sampling variation among respondents; they do not correct event-linked selection or social-desirability bias. The evidence supports protecting the quality of personal contact and completing the operational improvements learners are beginning to notice.

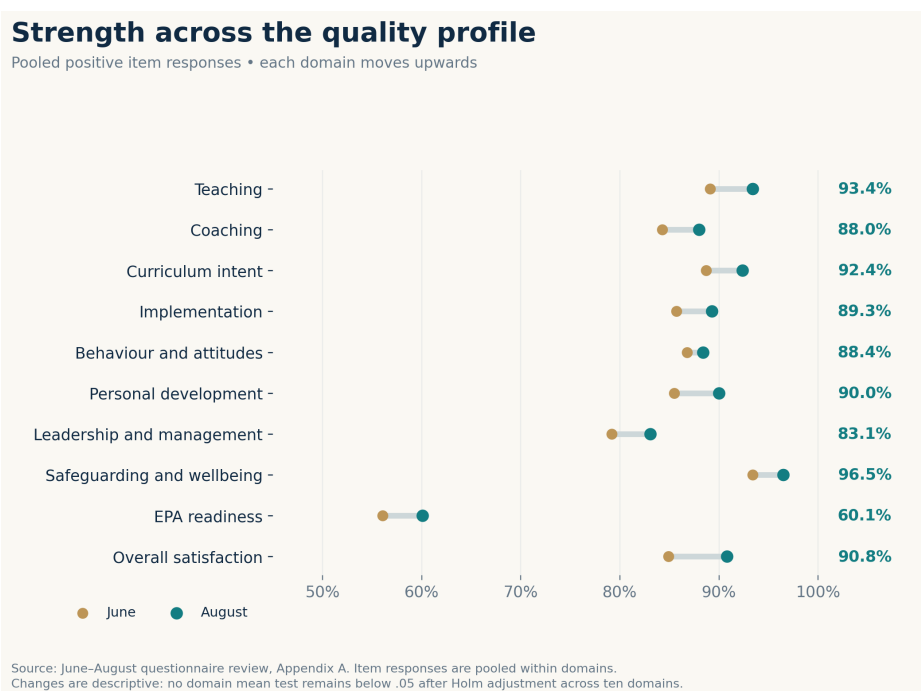
What to do next

Retain the same core questions in a shorter anonymous pulse, capture invitation denominators and examine programme and stage. Investigate adverse comments individually even when the aggregate is positive. The strongest assurance combines a high score with evidence that the less satisfied minority has been heard.

Source S01: learner questionnaire review, 28 August 2026. Positive = ratings 4 or 5; bases and limitations on p66.

A broad improvement across the quality profile

All ten domain means improved, with the most positive August responses concentrated in safety, teaching and curriculum relevance.



Interpretation

The detailed profile is encouraging because improvement is spread across the experience. Safeguarding and wellbeing reached 96.5% pooled positivity; teaching 93.4%; curriculum intent 92.4%. These are item-response shares within each domain, not the percentage of learners independently judged competent.

Preserve and extend

The lower EPA-readiness result does not erase the strengths. It identifies an opportunity to connect a valued programme to a clearer assessment journey. Leadership, resources and careers measures similarly give the college a practical route to greater consistency. The QIP concentrates on those controllable conditions.

Statistical reading

Direction is stronger evidence here than a claim that every domain changed significantly. After Holm correction across ten exploratory mean-score tests, none meets a 5% threshold. Programme overlap and survey design also limit inference. A positive pattern can guide improvement without being described as a causal effect.

Source S01: learner questionnaire review, 28 August 2026. Positive = ratings 4 or 5; bases and limitations on p66.

Testing the strength of the improvement

The direction is positive across several analyses; the size of the change depends on who is compared and how responses are handled.

Analysis	Reported gain	Meaning
Raw core quality	+0.151 / 5	Small positive effect; g=0.282
Programme-mix standardised	+0.153 / 5	Broadly stable after mix adjustment
Matched detailed panel	+0.077 / 5	Positive; statistically inconclusive
Matched headline panel	+0.109 / 5	Positive; p=0.029 in source
Straight-line sensitivity	About +0.04 / 5	Magnitude is sensitive to response pattern

A small positive effect

The source reports a core quality gain of 0.151 points on the five-point scale and Hedges g of 0.282. This is a small effect, useful in a setting already close to the top of the scale. Programme-mix standardisation gives a similar gain of 0.153, suggesting that the changing mix of programmes does not by itself explain the result.

The same learners provide a stricter check

The matched detailed panel improves by 0.077 points, with p=0.245; the matched headline panel improves by 0.109, with p=0.029. The smaller detailed-panel gain supports a measured interpretation. Excluding straight-line responses reduces the source’s gain to approximately 0.04. These checks preserve the positive direction while discouraging exaggerated magnitude.

A better future analytical design

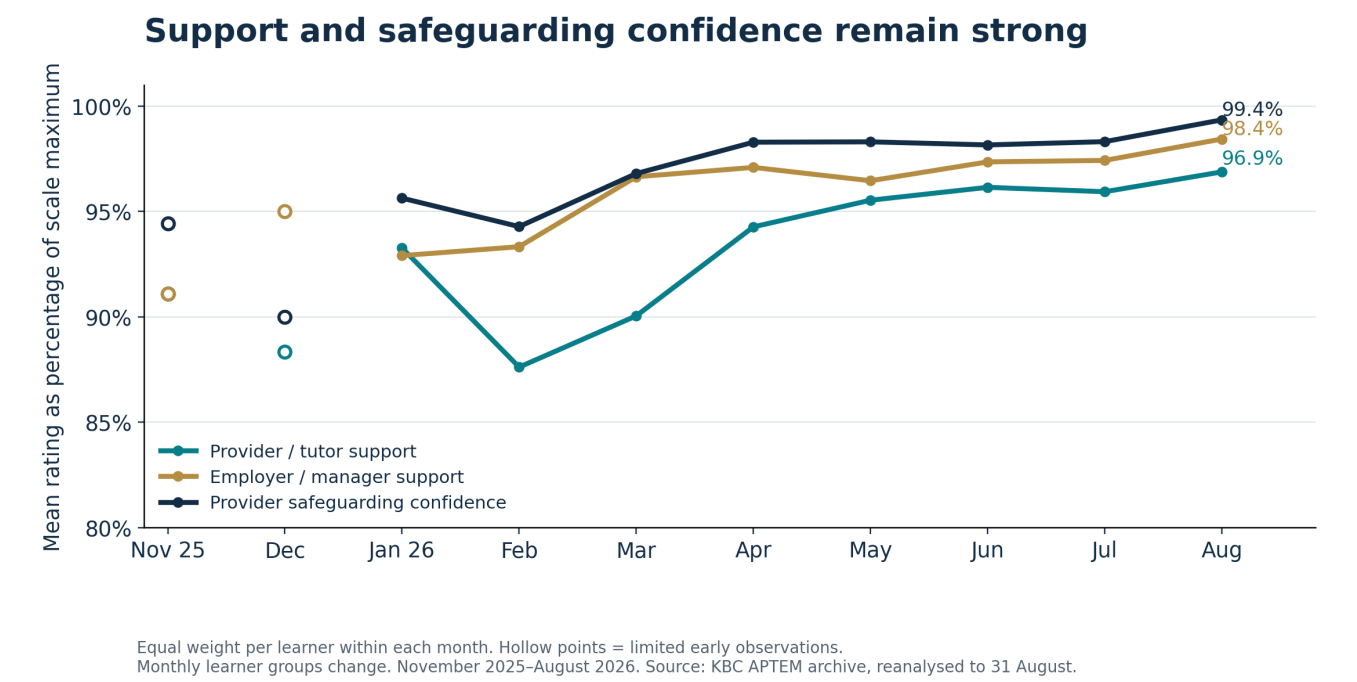
The 2026–27 pulse should retain anonymous linkage, learner stage and programme. A mixed-effects model can then account for repeated respondents, and paired bootstrap intervals can describe change. These are planned analyses, not models fitted to unavailable raw questionnaire data. Their purpose is to distinguish a sustained improvement from changes in who responds.

S01 Appendix C; derived Holm results: programme p=.042, delivery p=.028 within the four headline mean tests. See p66.

11

Support grows more consistent over time

Ten months of historical progress-review ratings show a particularly positive August picture for provider and employer support.



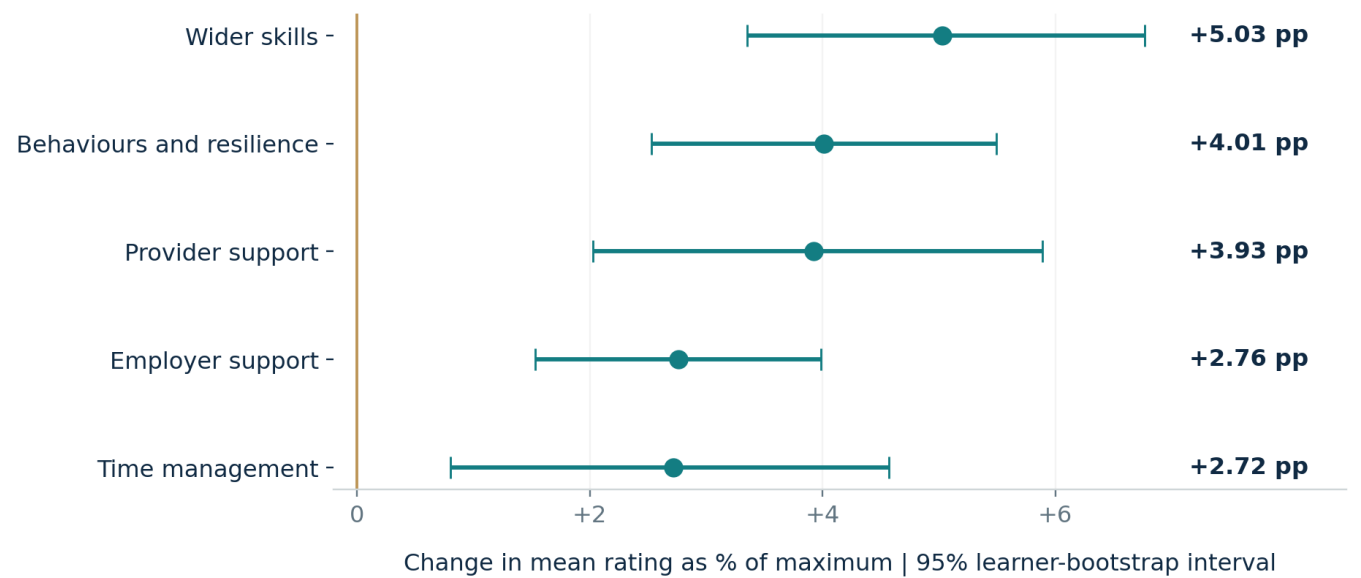
Interpretation
The November 2025–August 2026 chart is recalculated from the archived reviews using one mean per learner within each month. August provider support reaches 96.9% of the maximum rating, employer support 98.5% and confidence in the provider’s safeguarding response 99.4%. These are rating averages, not agreement percentages.

A pattern worth protecting
Provider support is above 94% from April onwards. This is encouraging evidence of dependable relationships. November and December have limited bases and are shown as separate hollow points. Different learners may contribute each month, so movement does not by itself measure individual improvement.

Use the trend to prompt a conversation
Review the reasons behind lower ratings, agree a useful response and check its effect at the next meeting. The matched analysis on the next page compares the same people over time. Both views are useful; neither isolates the effect of training from all other influences.

Development within the same learners

Matched progress reviews strengthen the evidence of professional development by comparing each learner with their own earlier account.



Interpretation

Among learners with valid reviews at least 90 days apart, wider-skills ratings improve by 5.03 percentage points of the scale maximum, behaviours and resilience by 4.01 and provider support by 3.93. All five displayed exploratory intervals lie above zero. The direction is consistent with a positive development story.

What this adds

Matching removes changes in the identity of respondents from the comparison. The 95% intervals come from 5,000 learner bootstrap resamples. They are conditional on the available archive and are not adjusted for testing multiple outcomes. The analysis does not establish that KBC alone caused the change.

A practical implication

Time-management ratings improve by 2.72 points, yet remain below the strongest support measures. Preserve the supportive relationships and give planning an explicit place in coaching: protected time, a manageable task and a later check of what was completed.

S03: earliest/latest valid responses at least 90 days apart, completed by 31 August 2026. Mean ratings as % of maximum; not achievement rates.

Consistently positive coaching feedback

Monthly coaching provides a regular listening channel alongside the separate June and August questionnaires.

Monthly coaching: consistently positive learner experience

Curriculum sequence	—	—	—	LD	95.1%	94.6%	95.1%	97.7%	97.4%	98.0%
Teaching and job relevance	—	—	—	LD	96.3%	99.3%	98.5%	97.3%	98.0%	98.2%
Accessible resources	—	—	—	LD	92.7%	95.0%	94.4%	94.0%	93.7%	97.4%
Assessment and feedback	—	—	—	LD	95.1%	96.0%	94.7%	97.7%	91.9%	96.3%
Tutor / coach support	—	—	—	LD	100.0%	99.3%	100.0%	99.7%	99.3%	99.6%
Progress and future role	—	—	—	LD	98.8%	97.1%	98.5%	98.3%	99.1%	99.1%
	Nov 25	Dec	Jan 26	Feb	Mar	Apr	May	Jun	Jul	Aug

Positive = Agree or Strongly agree; each learner has equal monthly weight. — = no dated observations.
LD = limited data, percentage withheld. November 2025–August 2026; no missing month is imputed.
Source: KBC APTEM archive, completed reviews reanalysed to 31 August 2026.

Interpretation

Across valid completed coaching responses by 31 August, positivity is 96.7% for curriculum sequence, 98.2% for teaching relevance, 95.0% for resources, 95.3% for assessment and feedback, 99.5% for coach support and 98.7% for progress and future-role preparation. These annual response shares are distinct from the heatmap’s learner-weighted monthly averages.

Confidence in the support result

The 99.5% support rate has a learner-cluster 95% interval of 98.9%–99.9%. Taking only the latest valid response from each learner gives 99.4%, suggesting that repeated meetings do not explain the high agreement. This remains feedback among recorded respondents, rather than a whole-cohort response rate.

The historical boundary

No valid coaching answers are available for November–January; February is too limited for a reliable trend and its values are withheld. Gaps are not zero scores. Neutral and negative answers remain in valid denominators, while placeholders and cells containing all answer options are excluded.

S03: completed monthly coaching, February–August 2026. Heatmap covers the ten-month reporting window with missing/limited months explicit.

14

Inclusion measured through access and progress

The most persuasive inclusion story connects an individual barrier with a useful adjustment and a sustained benefit.

July snapshot comparison	Withdrawal share	Difference and 95% interval
Declared LLDD / no declared LLDD	8.0% / 11.1%	−3.1 pp [−8.9, +8.0]
Female / male	10.4% / 12.2%	−1.8 pp [−7.8, +3.6]
White / other known ethnicity	11.3% / 10.9%	+0.3 pp [−10.0, +6.7]

Interpretation

The 18 July ILR snapshot records a lower withdrawal share among learners declaring a learning difficulty, disability or health condition. Gender and broad ethnicity comparisons are also close descriptively. Fisher p-values are .636, .566 and 1.000 respectively; no comparison is statistically conclusive.

Encouraging monitoring rather than proof

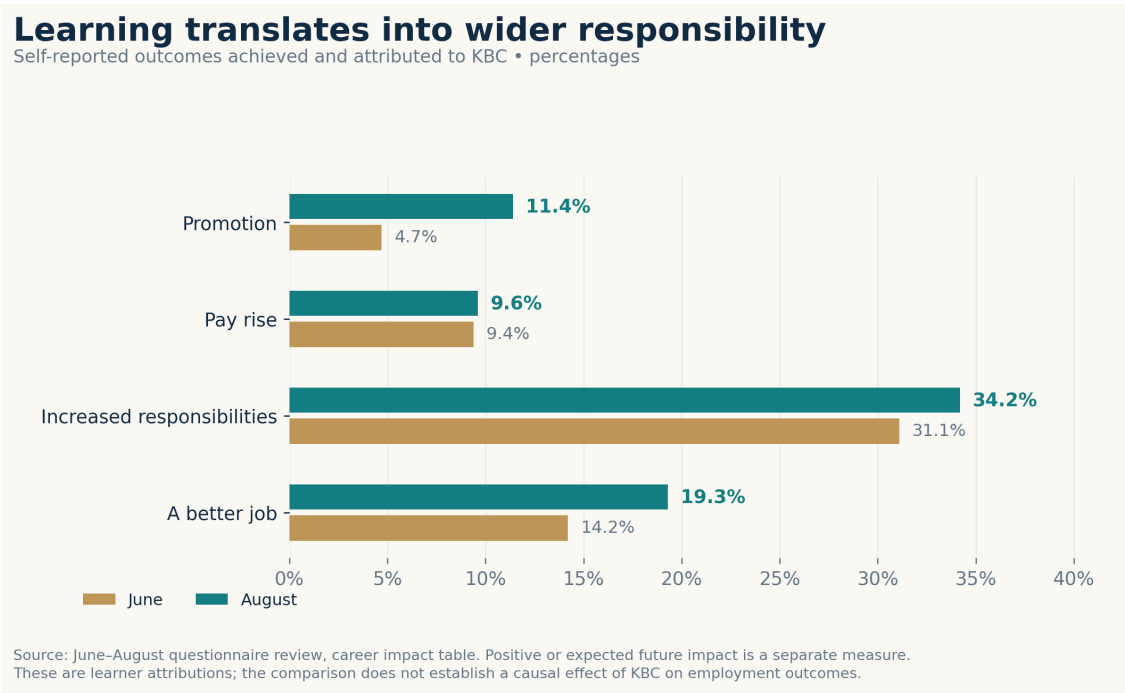
The Newcombe–Wilson 95% intervals include potentially meaningful differences. The results therefore do not establish equivalence or prove the effect of the inclusion policy. The snapshot includes programme records at different stages and is not an annual retention or achievement rate. Unknown ethnicity is excluded from that comparison.

The positive practice behind the numbers

The August inclusion item is 93.0% positive. Historical cases show books, adapted templates and captions helping access. The QIP will connect each adjustment to participation and subsequent learning, and examine outcomes by programme and stage. This preserves ambition while making the effect of support clearer.

Learning connects to career development

The questionnaire suggests that responsibility and opportunity are becoming more visible as learners progress.



Interpretation

The share reporting an achieved outcome attributed to KBC rises for promotion, a better job and increased responsibilities. Responsibility is the most common realised outcome at 34.2%. Promotion reaches 11.4% and a better job 19.3%. Pay-rise attribution remains close to its earlier level.

Separate achievement from expectation

These figures concern self-reported realised outcomes. The larger percentages in the source that combine positive outcomes with expected future benefit are not presented as completed career achievements. Employer confirmation, a dated role change or a tangible work product can strengthen the individual account.

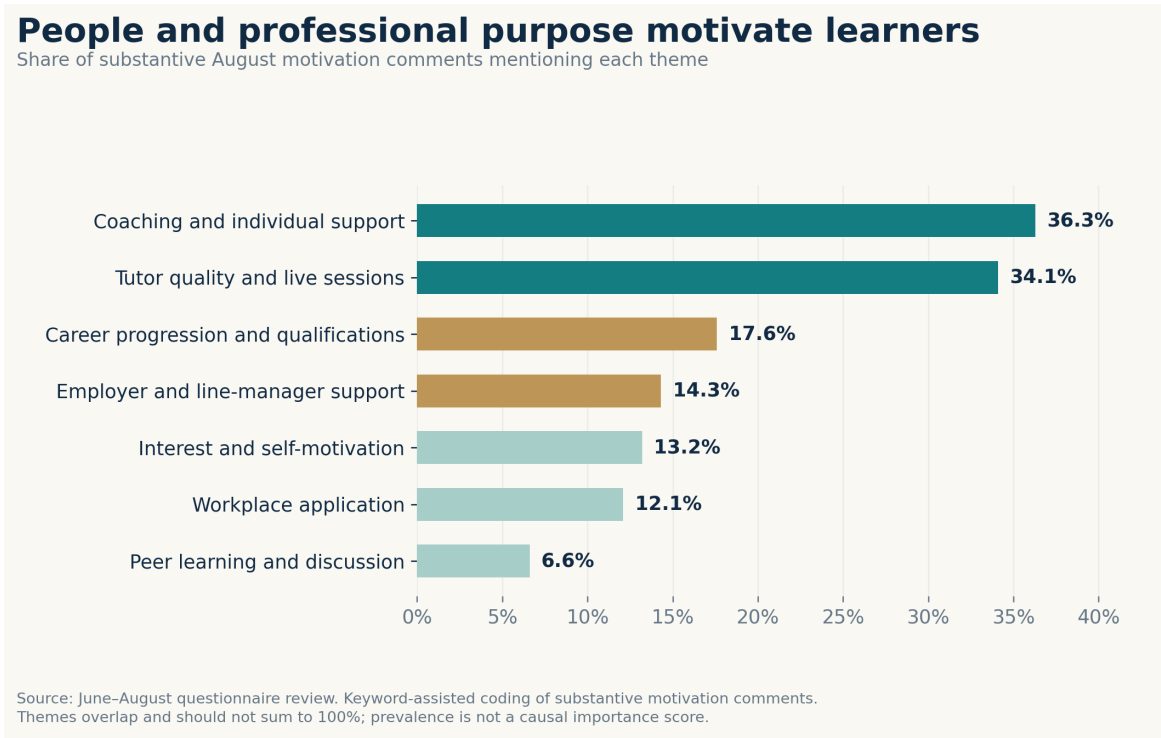
Make progression an entitlement

Careers guidance should be built into induction and ten-week reviews. Each learner needs a goal, a practical next step and help recognising relevant experience. Networking and professional qualifications become more valuable when connected to that plan. KBC can then show how a strong learning experience contributes to a wider professional future.

Source S01: learner questionnaire review, 28 August 2026. Positive = ratings 4 or 5; bases and limitations on p66. Career outcomes are self-reported; no causal employment or pay effect is estimated.

Learners are designing the next iteration

The feedback points towards a more applied curriculum, clearer assessment and stronger professional connection.



Interpretation

Coaching and individual support appears in 36.3% of substantive August motivation comments; tutor quality and engaging live sessions in 34.1%. Workplace relevance rises from 6.6% to 12.1%. Themes overlap, so the percentages are not parts of a single whole and should not be added together.

An innovation brief grounded in demand

Across the direct improvement questions, 16.7% of all August respondents mention AI, digital, data or software tools; 14.0% request clearer assessment guidance or templates. Practical cases and leadership or stakeholder content each appear in 7.0%. These requests support focused tool labs and authentic assignments rather than simply adding more content.

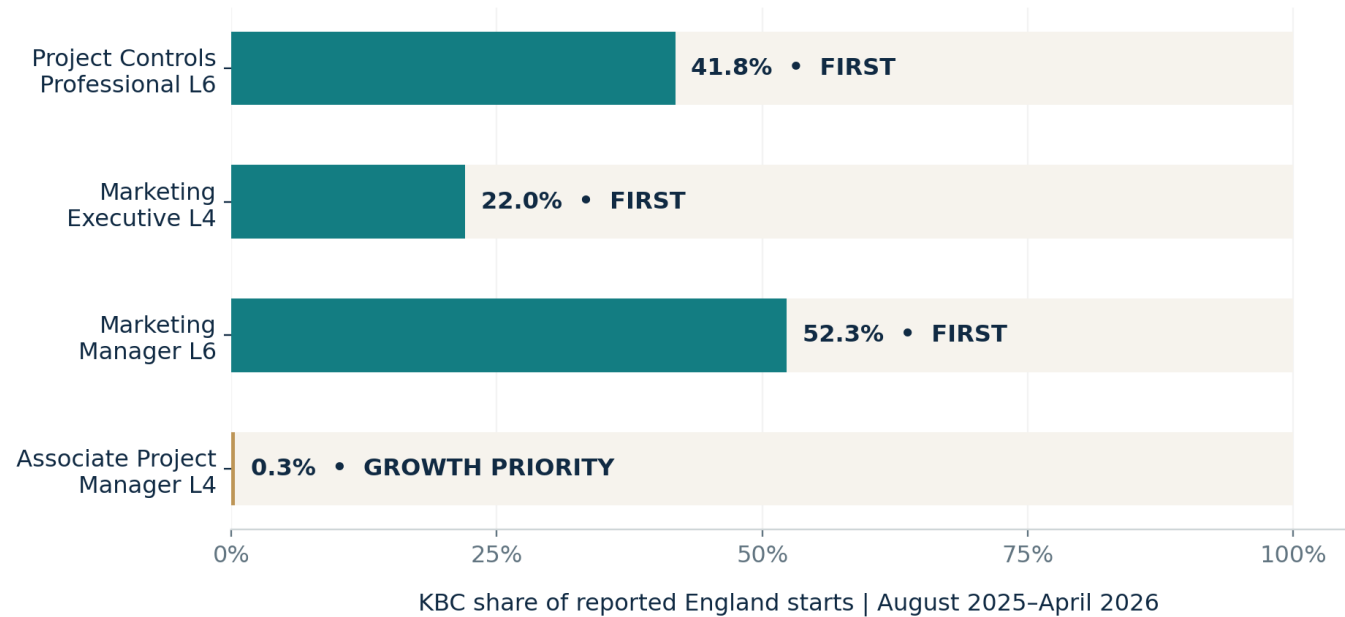
Close the loop visibly

Each term, programme teams should publish a brief account of what learners asked for, what changed and what the next evaluation found. Co-design can include a learner testing a module’s navigation, an employer reviewing a workplace brief and a coach checking that a resource works for someone needing an adjustment.

Source S01: learner questionnaire review, 28 August 2026. Positive = ratings 4 or 5; bases and limitations on p66. Coding is keyword-assisted, overlapping and exploratory; themes indicate priorities rather than exact population prevalence.

Leadership in three specialist markets

Official starts data give KBC a clear, programme-specific position in England’s apprenticeship market.



Interpretation

For August 2025–April 2026, KBC accounts for 41.8% of reported Project Controls Professional starts, 22.0% of Marketing Executive starts and 52.3% of Marketing Manager starts. It ranks first in each of those standards. These are derived rankings from the official July data, not a published government league table.

A platform for contribution

The full-year 2024/25 comparison also places KBC first for Project Controls Professional and Marketing Executive, while Marketing Manager was second. This indicates a substantial specialist presence across adjacent reporting periods. Partial-year counts should not be compared directly with full-year counts as a growth rate.

What leadership asks of the college

Scale gives KBC an opportunity to influence employer practice and professional development. Sustaining it requires dependable learner journeys, transparent outcomes and contribution to the wider sector. Starts measure entry to programmes; they do not establish current learner headcount, exclusive provision or superiority of educational outcomes.

B03: official underlying starts, released 16 July 2026. UKPRN 10093689; England; 2025/26 SN10, August–April, provisional.

A transparent comparison with other providers

The same standard, geography and reporting window make this a fair comparison of scale.

Standard	Provider	Starts	Share
PCP L6	Kent Business College	64	41.8%
PCP L6	University of Cumbria	26	17.0%
PCP L6	BAE Systems	25	16.3%
Marketing Executive L4	Kent Business College	63	22.0%
Marketing Executive L4	Baltic Training Services	40	13.9%
Marketing Executive L4	Cambridge Marketing College	35	12.2%
Marketing Manager L6	Kent Business College	102	52.3%
Marketing Manager L6	Cambridge Marketing College	34	17.4%
Marketing Manager L6	JGA	20	10.3%

The competitive context

KBC has a leading position in the three specialist standards shown above. The Associate Project Manager market is larger and more dispersed: QA records 466 starts, BPP 462 and Corndel 259, compared with KBC’s 9. KBC’s 0.3% share and joint 38th position make this an opportunity to develop a distinctive offer carefully.

How KBC can differentiate

The college’s intended combination is professional expertise, employer-connected application, personal coaching, additional qualifications and a visible professional community. Each element should be evidenced through delivery and learner benefit. Competitors may offer valuable strengths of their own; entry volume does not determine quality.

Compare outcomes on their own terms

National 2024/25 QAR benchmarks are 66.6% for Associate Project Manager, 72.0% for Marketing Executive and 63.0% for Marketing Manager; Project Controls Professional is suppressed. A comparable KBC annual QAR has not been established in this evidence set. Professional exam pass rates cannot be substituted.

B03, August 2025–April 2026 reported starts. Includes employer providers, which may serve a different market. QAR: B05.

PERSPECTIVE 01

Professional expertise and author educators

KBC's specialist identity is strongest when learners can connect the methods in professional guides with the people, judgements and workplace experiences behind them. The ambition is to turn access to recognised expertise into better questions, stronger analysis and increasingly independent professional practice.

Professional expertise is most valuable when learners can explain and apply it.

Benefits expertise in the learning community

Stephen Jenner's contribution is supported by a direct June correspondence trail confirming participation in the London masterclass on 5 June. APMG independently identifies his authorship of Managing Benefits and Managing Portfolios and his chief examiner responsibilities. This creates a valuable connection between professional knowledge and practical learning: how to select worthwhile change, assign ownership of benefits, test assumptions and review whether an investment makes a useful difference.

Project controls with professional depth

August correspondence records preparation of an associate agreement with Steve Wake and discussion of specialist earned value teaching. His professional contribution includes former APM chairmanship, earned value guidance and project controls standards work. APM credits him as a senior-management reviewer of its 2023 project controls guide. These foundations support an ambitious teaching collaboration; the agreement correspondence alone does not establish the volume of teaching delivered before year end.

A curriculum that connects disciplines

The opportunity extends across all four core programmes. Project controls learners can connect forecasts with strategic benefits; associate project managers can explain the decisions behind their plans. Marketing learners can apply the same discipline to campaign objectives, customer evidence and commercial outcomes. Authors and practitioners should enrich the approved curriculum through worked examples, dialogue and critique, while tutors ensure that every learner receives coherent teaching and individual feedback.

Sustaining the advantage

During 2026–27, programme leaders should commission an annual expert contribution plan with clear learning outcomes, accessible recordings and follow-up activities. Each contribution should produce something reusable: a worked case, an assessment discussion or a professional decision explained. Quality review should sample the subsequent learner work and employer observations. This turns distinguished biographies into an enduring educational asset and makes specialist excellence available beyond the learners who attend one event.

PERSPECTIVE 02

Governance that connects industry and learners

Good governance makes ambition durable. KBC's developing model brings education, professional practice and employer perspectives into a shared conversation about what learners experience, what they achieve and how the college can contribute more effectively to their futures.

The value of governance is visible in what changes for learners.

A clear foundation in 2026

Management describes formation activity beginning in April. Contemporaneous June correspondence identifies the London meeting on 5 June as the inaugural governance meeting and records lead responsibilities for safeguarding, quality and compliance. July correspondence from OTHM confirms that a governance board was in place. This provides a positive foundation for formal oversight, with a distinction between establishing the structure and demonstrating its sustained effect on teaching and learner outcomes.

Breadth that improves the questions

The June membership correspondence includes people associated with APMG International, SGN, DQS, DHU Healthcare, GreenAcres and Circulor, alongside educational expertise. Such breadth can help challenge curriculum relevance, accessibility, employer participation and the practical value of learning. These are individuals bringing experience to governance; membership does not imply institutional endorsement by their employers. An approved register should make appointments, responsibilities, conflicts of interest and learner representation clear.

From information to informed decisions

An August agenda prepared the next Teams meeting for 8 September, with teaching and learning, improvement planning and a safeguarding update. The evidence therefore supports preparation of the next reporting cycle by year end. For 2026–27, every substantial paper should combine a trend, an explanation, a learner or employer account and a decision requested. Members should be able to trace an agreed action through to a measurable benefit.

A role model through visible accountability

The next stage is a predictable annual cycle: review programme performance, hear learner and employer voices, scrutinise inclusion and safeguarding, and assess whether previous decisions worked. Proposed reporting should distinguish resources provided, actions completed and outcomes sustained. A concise annual account of governance impact can explain what changed and why. This is how a specialist board becomes a source of confidence for learners, staff and employers, while providing thoughtful challenge to growth.

GOV01–GOV07; QA01. Formation in April is management-reported; inaugural meeting 5 June; next meeting planned for 8 September.

PERSPECTIVE 03

London masterclasses and regional communities

A professional college is also a community. KBC's masterclasses and regional clubs create opportunities to meet beyond the screen, exchange experience across employers and connect a qualification with a wider professional identity. Their strategic value lies in what learners subsequently understand, apply and share.

A professional community gives learning a wider purpose.

A meeting place for applied learning

The London masterclass and employer forum on 5 June brought professional learning and governance activity into the same setting. The final event reminder names The Cumberland Hotel at Great Cumberland Place, and Stephen Jenner's subsequent correspondence confirms his participation. The programme connected project delivery, marketing, organisational capability and professional discussion. This demonstrates real practitioner engagement, while attendance reach and subsequent learning benefits require their own records.

A rhythm that learners can plan around

Management's programme model combines an optional London masterclass with 14 interactive two-hour teaching sessions and one reading week. This gives each module a recognisable shape: prepare, engage, practise, consolidate and apply. The approved individual timetable remains the reference for delivery. In 2026–27, the reading week should include structured reflection and preparation, while masterclass themes should feed into classroom cases, coaching conversations and workplace evidence.

Regional belonging and professional connection

A July report records the Nottingham Club event held on 14 July and captures suggestions for guest speakers, employer-led presentations and career development workshops. This is a useful example of participants helping shape the next offer. August CIM correspondence also supports connectivity with The Marketing Club and access to its resources. Regional meetings and professional networks can extend confidence and perspective, particularly for learners whose immediate workplace offers few peers.

Measure the value after the event

A practical evaluation cycle should ask three questions: was the event useful, what did the learner apply within six weeks, and what changed in the workplace? Programme leaders can combine immediate feedback with a short application reflection and an employer observation. Promotional testimonials should remain separate from representative learner-voice measurement, with incentives disclosed where relevant. This approach celebrates memorable experiences while steadily building evidence of professional growth and lasting value.

EVENT01–02; CLUB01–04; STAFF01. The 14-session/one-reading-week structure describes the programme model, not an audited attendance rate.

PERSPECTIVE 04

Health wellbeing and belonging

KBC's broader learning offer recognises that adults bring their whole lives into education. Work demands, caring responsibilities, health and confidence can influence participation. A thoughtful college makes support visible, treats disclosure respectfully and helps learners find practical ways to continue learning.

Support begins by understanding what makes participation possible.

An additional route to support

June and August correspondence describes an opt-in healthcare offer, subject to programme eligibility and scheme terms, and staff discussion of confidential wellbeing support. The accurate description of the published Benenden offer is healthcare membership providing access to specified services under its terms. It is not conventional private medical insurance. This additional support can sit alongside coaching, reasonable adjustments and appropriate referral, with clear information about eligibility and access.

Listen first, then personalise

The strongest support begins with the learner's account of what makes participation easier or harder. Coaches can agree manageable study routines, accessible formats and employer conversations about protected learning time. A diagnosis should not become a substitute for understanding the task or the barrier. Nor should a temporary difficulty be assumed to describe a person's lasting capability. The aim is confident participation and increasing independence, with adjustments reviewed together.

Belonging is a practical resource

Live discussion, regional clubs and professional communities offer more than social contact: they create opportunities to ask questions, compare approaches and recognise progress. For an adult returning to formal study, a supportive peer connection can make a demanding programme feel more navigable. During 2026–27, KBC should make introductions and support routes easy to find, offer accessible alternatives to travel and invite learners to shape the activities they value.

Learn what support achieves

A proportionate dashboard should show awareness of support, opt-in access among eligible learners and learner-reported usefulness, alongside participation and progress. It should avoid unnecessary clinical detail. Where a learner agrees an adjustment, the next review should establish whether it helped and what remains to improve. There are no verified clinical-effectiveness or universal-uptake statistics in this review. The strategic opportunity is to build a compassionate, measurable support offer whose benefits become increasingly clear over time.

PERSPECTIVE 05

Technology that strengthens human support

KBC's digital ambition is to make professional education more responsive, accessible and connected to real work. The most valuable technology gives learners clearer choices and gives staff better evidence for a timely conversation. Its success should be judged through learning and support, rather than the number of tools deployed.

The best dashboard leads to a useful human conversation.

Connect the evidence around the learner

Coaching records, progress reviews, learning activity and feedback each illuminate a different part of the journey. The 2026–27 improvement model should connect these sources through reliable identifiers, dates and shared definitions. A useful dashboard makes the next action clear: which learner needs a conversation, what evidence supports that judgement and who owns the response. Access should follow staff responsibilities, with sensitive information available only where it is needed.

Design for access and understanding

Recordings, captions, transcripts and well-structured digital materials can give learners greater control over pace and revision. The next phase should make navigation predictable, keep instructions concise and allow learners to revisit the specific concept they need. System activity is useful evidence of engagement, but time logged does not itself establish learning. Combine activity with a short explanation, practice task or workplace example that shows what the learner can now do.

AI as a scaffold for professional judgement

Research offers a promising but design-dependent picture of AI tutoring. A 2025 randomised study of a purpose-built tutor found stronger learning in its particular college setting; another study showed that unrestricted answer assistance could reduce later independent performance. KBC's opportunity is to use curriculum-grounded hints, examples and questioning, while preserving human teaching and authentic assessment. Learners should practise checking assumptions, protecting information and explaining their own decisions.

Innovation with a measurable benefit

Each pilot should identify the learner problem, intended benefit, baseline and evaluation before expansion. Test accessibility, accuracy and usability with learners, then compare immediate practice with delayed unaided performance. Staff should review consequential alerts and retain responsibility for support decisions. A successful pilot can become a documented case for the sector: what was tried, for whom, what improved and what was adapted. This makes innovation both ambitious and educationally credible.

S03 source architecture; R06–R07. Digital and AI improvements described here are proposed 2026–27 actions unless explicitly dated.

PERSPECTIVE 06

Publishing scholarship and sector contribution

KBC can contribute to its professions through the knowledge it creates as well as the qualifications it delivers. The strategic opportunity is to connect published scholarship, practical guides and carefully evidenced learner experience in a body of work that other educators and employers can use.

Publish the method, examine the evidence and invite others to learn with us.

A research foundation with practical relevance

Amgad Badewi's published research examines how project management and benefits management combine to support project success. His 2016 study used 200 valid responses and structural equation modelling; subsequent work examined organisational frameworks and accountable project and benefits roles. These publications provide a substantive basis for KBC's interest in the relationship between delivery and value. They are contributions to professional knowledge, rather than evaluations of the college's own effectiveness.

Bring scholarship into everyday learning

A benefits perspective can enrich all four core programmes. Project learners can ask whether a forecast supports a better decision; marketing learners can connect campaign activity with customer and commercial outcomes. Tutors can make research accessible through short readings, worked examples and discussion of limitations. Learners then test ideas in their own context, retaining evidence of what they tried and what changed. This creates a practical route from scholarship to workplace judgement.

Publishing outlook for 2026-27

The forward programme includes developing KBC-supported books and professional learning resources, with accurate authorship, editorial review and accessible digital editions. The September announcement of Project Controls in Transformational Projects: An International Handbook falls after this review's 31 August cutoff; it is therefore a subsequent publishing development, rather than a completed achievement of the year under review. The next task is to connect publication with teaching use, reader feedback and evidenced application.

Become useful to the wider sector

KBC should publish a small annual collection of replicable practice: an inclusive teaching adaptation, a well-evaluated coaching intervention, an employer application case and a responsible AI pilot. Each should explain context, evidence and limitations without disclosing private learner information. External peer discussion can sharpen the work before publication. A role model earns influence by making successful practice understandable and transferable, allowing other organisations to learn from both the achievement and the method.

The evaluation cards as a quality system

The cards organise KBC's self-assessment and connect each strength with a practical sustainment plan.

Card	KBC focus	Evidence to sustain
Curriculum	Expertise translated into usable capability	Teaching, learner work and employer application
Achievement	Progression towards meaningful outcomes	Assessment, completion and destinations
Inclusion	Ambition with practical adjustments	Access, participation and progress
Participation	A connected professional community	Engagement, careers and wider development
Leadership	Decisions that improve the learner journey	Challenge, resourcing and reviewed impact
Safeguarding	A trusted and effective response	Awareness, action and independent case scrutiny

The framework in context

The June 2026 toolkit, for use from September, provides the forward quality model. Six evaluation areas apply to KBC: safeguarding; inclusion; leadership and governance; curriculum, teaching and training; achievement; and participation and development. The first three are provider-wide; the latter three are assessed at provision-type level. Safeguarding uses Met or Not met; the other areas include an Exceptional grade.

KBC's ambition

Exceptional practice must endure, benefit learners facing barriers and lead to outcomes that can withstand scrutiny. The following pages set out KBC's own practical interpretation and proposed actions. They do not reproduce the official grading criteria or award a grade. Where evidence is promising but incomplete, the QIP names the next test.

A seventh strategic lens

Contribution to meeting skills needs has a separate formal grade for colleges and designated institutions, rather than independent learning providers. KBC nevertheless uses employer skills contribution as a voluntary strategic lens because it is central to professional education and the value apprentices bring to work.

From a card to a learner benefit

Every card follows the same logic: a current strength, an evidence trail, an improvement opportunity, a sustainment routine and a way to share useful practice. The board should be able to move from an aggregate result to a learner example and then to the decision that will strengthen the experience.

F01–F03. Card narratives and plans that follow are KBC applications; no external Exceptional grade is claimed.

CARD 01 / ANNUAL SELF ASSESSMENT

Curriculum teaching and training

Professional expertise becomes valuable when learners can use it with confidence.

93.4%

Teaching domain pooled positivity

98.2%

Teaching relevance in completed coaching responses

What the evidence says

Teacher satisfaction reaches 97.4% and the teaching domain 93.4% pooled positivity. Learners value clear explanations, supportive participation and alignment with their work. Direct historical coaching responses reinforce this picture: 98.2% are positive about teaching delivery and job relevance. The two channels use different questions and populations, so they strengthen interpretation without being pooled.

Where KBC contributes

Stephen Jenner's documented London masterclass involvement and specialist engagement with Steve Wake connect the programme to professional thinking. The educational contribution is strongest when that expertise becomes a case, worked example, critique or decision task. Charlie's analytics work and Lukasz's business dashboard illustrate the kind of occupational application that a specialist curriculum can enable.

The next step towards exceptional practice

The opportunity is consistency: every module should make the learning sequence, assignment purpose and evidence requirements easy to understand. The August resources item is 81.6% positive and useful feedback 86.8%. Improving these conditions will help more learners benefit from the quality already present in teaching.

Self-assessment

KBC has a strong academic and relational foundation. Sustained exceptional practice remains an ambition to demonstrate through representative observation, improvements in learner work and employer-confirmed application across every programme. High satisfaction alone is not sufficient evidence of secure knowledge or skill.

CARD 01 / 2026-27 COMMITMENTS

Sustaining curriculum teaching and training

The year-ahead model turns a valued strength into a repeatable and reviewable practice.

A concept explained, a task practised, an improvement visible in the next attempt.

Make the module coherent

Define the knowledge learners need, the practical decision they will make and the evidence that will reveal understanding. Use the 14-session model to revisit important concepts, rather than treating each session as isolated content. The reading week should consolidate learning and provide time for questions, not become an unplanned assessment bottleneck.

Check all learners' understanding

Use short retrieval questions, scenario choices and explanations from a range of learners. A confident volunteer cannot represent the whole group. Staff should adapt the next activity when misconceptions appear. This continues the developmental priority identified in the May 2025 monitoring visit.

Turn feedback into a better attempt

A useful response identifies a strength, a specific improvement and what successful application would look like. Sample the subsequent work to see whether the feedback changed it. The QIP proposes a ten-working-day turnaround standard and regular moderation, supported by realistic staff capacity.

Share a method that others can use

Each programme should contribute one evaluated teaching example per term: the learning problem, the activity, evidence of understanding and an adaptation for accessibility. Peer review and learner comment make the resource more useful than a showcase of attractive slides. QIP links: assessment, curriculum, teaching and data assurance.

CARD 02 / ANNUAL SELF ASSESSMENT

Achievement

The strongest account connects starting points, demonstrated capability and a meaningful next step.

34.2%

Report increased responsibility attributed to KBC

11.4%

Report promotion attributed to KBC

What the evidence says

The August survey records increased responsibilities attributed to KBC for 34.2% of respondents, a better job for 19.3% and promotion for 11.4%. Employer reviews describe wider responsibilities for Daisy, Rebecca and Yasmin. These are promising contribution stories, supported by specific accounts of learning being applied.

Different outcomes deserve different measures

Apprenticeship completion, EPA result, a professional exam and career progression each need their own denominator. A professional qualification can be valuable without replacing the occupational standard. Where PMP is reported, it is a pass/not-pass examination; distinction language belongs only to assessments that award it.

Make readiness stage specific

The whole-survey EPA-preparedness figure is 46.5%. It mixes people early in learning with those approaching assessment. The productive response is a staged pathway: understanding at induction, evidence milestones during learning, rehearsal in the final six months and an individual gateway-readiness check.

Self-assessment

The evidence shows valued learning and credible examples of workplace progression. A complete annual achievement judgement needs reconciled learner outcomes and eligible QAR cohorts. KBC will strengthen that evidence rather than infer it from satisfaction, enrolment or a selected set of exam successes.

CARD 02 / 2026-27 COMMITMENTS

Sustaining achievement

The year-ahead model turns a valued strength into a repeatable and reviewable practice.

Keep competence, completion and career value connected and separately measurable.

Build one outcome record

For each learner, keep the standard and version, starting point, planned and actual dates, assessment outcome and verified destination where available. Separate withdrawals, breaks, continuing learners and completions. Reconcile the internal record to the authoritative learner return and assessment evidence.

Use appropriate comparisons

Compare a KBC programme QAR only with the corresponding national rate for the same reporting basis. Current national benchmarks are 66.6% for Associate Project Manager, 72.0% for Marketing Executive and 63.0% for Marketing Manager. PCP's suppressed national result should remain unavailable, not be replaced with a guess.

Support ambition without distorting assessment

Mock activity should help learners understand expectations and demonstrate their own competence. Programme teams must use the assessment plan applicable to each start and version. Preparation should preserve the independence of assessment and any requirements concerning when project activity may occur.

Make success transferable

Publish consented examples of how learners moved from a capability gap to a stronger professional contribution. Include the employer's observation, an authentic artefact and the next development goal. By August 2027 the board should see both individual stories and a complete outcome series. QIP links: EPA, careers, retention and data assurance.

CARD 03 / ANNUAL SELF ASSESSMENT

Inclusion

A high expectation of achievement sits alongside practical attention to the way each learner can participate.

93.0%

Positive inclusion item in August

94.7%

Feel supported and able to participate

What the evidence says

The August inclusion item is 93.0% positive and 94.7% feel comfortable, supported and able to participate during sessions. Historical records connect practical changes with improved access: books and writing support, simpler templates and live captions. The learner's own account is central to deciding whether support is useful.

What KBC contributes

The model combines individual coaching with materials and participation options. A diagnosis is not the only route to a conversation about barriers. Reading, communication, technology, language, workload and wellbeing can all shape access. Adjustments should retain the occupational challenge while changing an avoidable obstacle.

Read comparative evidence carefully

The July ILR snapshot shows a lower withdrawal share among declared LLDD records than those without a declared need. It is a dated snapshot, not an annual retention evaluation. Small groups and differences in programme mix prevent a simple claim that policy has eliminated inequality.

Self-assessment

The strongest evidence is a responsive culture and practical examples of support. The next step is to show that agreed adjustments are implemented consistently and sustain a benefit over time. Exceptional inclusion remains an outcome to evidence through access, progress and achievement, rather than a label attached to a support register.

CARD 03 / 2026-27 COMMITMENTS

Sustaining inclusion

The year-ahead model turns a valued strength into a repeatable and reviewable practice.

Agree the adjustment, check the benefit and return to the learner.

Assess and agree

Ask the learner what makes a task difficult and what has helped before. Agree one or more practical changes, record the intended benefit and confirm how the employer can help. Keep sensitive information proportionate and shared only where necessary.

Check the experience after the change

At the next meeting, ask whether the change was available and useful. At a second review, examine participation or the next piece of work. A closed administrative task is not by itself evidence that the barrier has reduced. Reopen support where the benefit has not lasted.

Evaluate patterns as well as cases

Report progress and withdrawal by programme, stage and relevant groups, with uncertainty and missing-data categories. Where similarity is the question, agree an educationally meaningful equivalence margin in advance. Use appropriate models only when the sample and data quality support them.

Make accessible practice ordinary

Co-design readable templates, captions, predictable navigation and alternative ways to practise. Share an evaluated adjustment library using anonymised examples and clear context. A method becomes a sector contribution when another tutor can apply it and assess whether it helps. QIP links: inclusion, resources, teaching and evidence.

CARD 04 / ANNUAL SELF ASSESSMENT

Participation and development

A professional community can give learning a wider purpose and help learners see their next opportunity.

96.5%

Personal and professional development positivity

66.7%

Careers guidance baseline to strengthen

What the evidence says

Personal and professional development is 96.5% positive in the August questionnaire. Learners describe motivation through coaching, engaging teaching, career goals and employer support. Historical progress reviews show strong collaboration and respect, with time management a practical area for development.

What KBC contributes

The London masterclass and employer forum on 5 June brought professional perspectives together. The Nottingham event on 14 July and connections to the CIM Marketing Club provide further evidence of a developing community. These activities can widen confidence and networks when participation is accessible and connected to a learning goal.

Turn opportunity into entitlement

Careers guidance at 66.7% is a clear priority. Every learner should know how the programme connects to a role, professional recognition or further learning. A networking event should lead to a useful conversation, a practical action or a new perspective, rather than remain a standalone occasion.

Self-assessment

The college has a promising community model and strong reported personal development. It now needs consistent evidence of who accesses enrichment, what they gain and whether barriers prevent participation. Attendance and event promotion are useful records but do not alone establish development.

CARD 04 / 2026-27 COMMITMENTS

Sustaining participation and development

The year-ahead model turns a valued strength into a repeatable and reviewable practice.

Make opportunity accessible and give participation a clear purpose.

Design the year around purpose

Give each masterclass, club and guest session a clear contribution: technical perspective, career confidence, ethical judgement or professional connection. Publish dates early and offer a meaningful remote route for learners who cannot travel. Avoid judging commitment through attendance at optional enrichment alone.

Support the learner who becomes quiet

Combine missed learning, delayed work and reduced contact as prompts for a supportive conversation. Agree a realistic recovery plan with the learner and employer. A single absence should be understood in context; repeated difficulty should trigger help rather than a more insistent message alone.

Measure more than enjoyment

Evaluate immediate usefulness, a six-week application and an employer or peer observation where appropriate. The QIP proposes regular careers events and progression conversations. Record the denominator of eligible learners so that participation can be interpreted fairly.

Build a community that teaches others

Invite apprentices to present workplace learning, chair a discussion or mentor peers with support. Share examples of how community activities changed confidence or practice, including adaptations that widened access. QIP links: careers, employer voice, at-risk support and enrichment.

CARD 05 / ANNUAL SELF ASSESSMENT

Leadership and governance

Strategic leadership is visible when insight becomes a decision and the decision improves the learner journey.

76.3%

Organisation and communication positivity

85.1%

Positive about prompt handling of concerns

What the evidence says

Organisation and communication improve from 68.9% to 76.3% positive, while prompt handling of concerns reaches 85.1%. These gains suggest learners are noticing more dependable systems. The remaining variation is a practical leadership agenda, particularly while specialist programme scale is growing.

What KBC contributes

The June governance correspondence records an inaugural London meeting, assigned leads and employer and professional involvement. OTHM's July centre-review correspondence records a Green outcome with no required actions within that review's scope. These provide a platform for increasingly systematic scrutiny.

The year-end chronology

Management reports formation activity in April. Contemporaneous correspondence places the inaugural meeting on 5 June. In August, the next teaching, learning, safeguarding and QIP agenda was prepared for 8 September. This report does not describe that planned meeting as a completed August event.

Self-assessment

The direction is positive: a broader governance structure, improving experience and a more explicit quality cycle. The next step is a settled membership and responsibilities register, consistent challenge, clear decisions and follow-up evidence. The value lies in the effect of oversight, not the prominence of individual names.

S01-S03; governance correspondence GOV01-GOV04; QA01. KBC interpretation and evidence, not an external grade.

CARD 05 / 2026-27 COMMITMENTS

Sustaining leadership and governance

The year-ahead model turns a valued strength into a repeatable and reviewable practice.

A decision needs an owner, a resource and a later check of its effect.

Give governors a decision-ready account

Each paper should explain the outcome sought, the relevant baseline, current evidence, options and the decision needed. Include the previous action's effect. Keep detailed confidential case records accessible to authorised scrutiny without placing them in the general board pack.

Protect quality during growth

Intake decisions should consider tutor availability, coach caseload, resource readiness, assessment turnaround and inclusion support. If a measure deteriorates, address the constraint before expanding. A leading starts position makes this discipline more important, because more learners depend on the model.

Make representation effective

Maintain an approved register of membership, terms, attendance and conflicts. Employer and learner representatives need a clear route to contribute and receive feedback. Engagement with a professional body should be described accurately; an invitation or pending appointment is not an accepted board role.

Publish an improvement record

Use a quarterly account of the problem, decision, action and observed benefit. Invite an external peer to test a sample and feed the learning back into programme teams. This provides a credible basis for sector sharing and a more mature annual self-assessment. QIP links: governance, communication, data assurance and resourcing.

CARD 06 / ANNUAL SELF ASSESSMENT

Safeguarding

A trusted response grows from everyday visibility, careful judgement and follow-through.

99.8%

Feel safe in historical coaching responses

98.2%

Feel supported with wellbeing

What the evidence says

The August survey’s safeguarding and wellbeing domain is 96.5% positive, with no negative responses in that domain. The historical coaching archive records 99.8% agreement with feeling safe and respected and 98.2% with wellbeing support. These are strong perception indicators, not proof that every risk has been resolved.

What KBC contributes

Dated records show staff checking safety, keeping contact and signposting additional support during difficult circumstances. A June–July case includes referral to Benenden counselling support and later contact; an August case records liaison with employer HR and continued engagement with the skills coach. Confidential detail is restricted.

Keep the formal judgement accurate

Safeguarding has a Met/Not met judgement. KBC’s ambition is to sustain effective arrangements and exemplary everyday practice; it does not assign an Exceptional safeguarding grade. Positive survey results should be considered alongside recruitment, training, referrals, case decisions and the quality of follow-up.

Self-assessment

Learners report confidence in safety and support, and individual records show purposeful response. The priority is to sustain vigilance, test understanding in real situations and independently sample whether actions were appropriate and effective. Strong ratings make this work valuable; they do not remove the need for it.

S01–S03; governance correspondence GOV01–GOV04; QA01. KBC interpretation and evidence, not an external grade.

CARD 06 / 2026-27 COMMITMENTS

Sustaining safeguarding

The year-ahead model turns a valued strength into a repeatable and reviewable practice.

Keep the response visible to the learner and the evidence open to appropriate scrutiny.

Make help easy to find

Keep named reporting routes visible in induction, the learning environment and review conversations. Use age-appropriate workplace and online scenarios. Ask learners how they would seek help and what they expect to happen, then address uncertainty immediately.

Review decisions as well as deadlines

The DSL should evaluate urgency, action, referral, follow-up and the learner's perspective. A rapid response matters, but speed alone is not quality. Case closure should reflect the available evidence and an appropriate plan; complex needs may continue after an administrative ticket closes.

Support staff to act well

Provide role-relevant refreshers, supervision and a route to challenge uncertain decisions. Board scrutiny should examine anonymised themes and overdue actions without creating incentives to suppress concerns. More disclosures can reflect greater trust, so raw incident counts are not a success target.

Share learning responsibly

Use anonymised practice reviews to improve training, communication and employer guidance. The healthcare offer complements, rather than replaces, safeguarding and other support routes. QIP links: safeguarding and wellbeing, inclusion, staff development and governance.

Skills contribution through employer partnership

KBC's professional focus is strongest when employers can describe a change in capability that matters to their organisation.

A voluntary strategic lens

Employer relevance is central to the college's mission, although the separate formal skills-needs grade does not apply to KBC's provider type. The lens used here is practical: what capability does an employer need, what does the learner practise and what observable benefit follows?

The current platform

KBC's published employer showcase includes organisations in construction, engineering, healthcare, higher education, logistics and professional services. Examples include Morgan Sindall Construction & Infrastructure, Bilfinger UK, Roche Products and DHU Healthcare. These are named in the current showcase; this report does not treat the page as a verified August contract register.

A programme-specific conversation

For project controls, ask about forecast reliability, risk visibility and timely decisions. For associate project management, focus on planning, stakeholders and disciplined delivery. Marketing Executive should connect content and channel work to customer insight and measurement; Marketing Manager should connect strategic choices to commercial and organisational outcomes.

Evidence of contribution

Lukasz's employer describes a dashboard that brought business information together and an estimated avoided system investment. Charlie's manager identifies analytics and campaign reporting. These cases offer a stronger account of relevance than a logo alone. Estimates remain attributed and selected cases are not a provider-wide return-on-investment calculation.

The next-year partnership model

A quarterly employer panel should identify a small number of capability needs, review a sample of learning briefs and revisit the resulting work. Publish an annual anonymised employer-benefit portfolio that shows the contribution, supporting evidence and continuing development. This would make specialist scale a platform for wider professional improvement.

ST0845

Project Controls Professional Level 6

A programme strategy that connects the current evidence with the next stage of development.

41.8%

Share of England starts Aug 2025–Apr 2026

First

Derived rank on the same starts measure

The position at year end

KBC records 64 of England's 153 reported starts in the provisional August–April window. The previous full academic year also places it first, with a 34.9% share. This is a substantial specialist platform for developing planning, cost, risk and controls capability.

The learner experience

The August core quality mean is 4.40/5, compared with 4.31 earlier. The result sits close to both major marketing programmes, although similarity of averages is not an equivalence test. The learning proposition is strengthened when technical methods are connected to decision-making and benefits.

Professional pathways

KBC's published offer combines operational, strategic and chartered-development pathways. APM lists the KBC Certified PMO Professional Level 6 among recognised assessments. Recognition applies to a defined route; professional experience, competence and application requirements remain. An additional credential should expand the learner's capability without obscuring the apprenticeship standard.

2026-27 delivery priorities

Use authentic baselines, forecasts, earned-value interpretation, risk responses and change-control decisions. Ask learners to explain assumptions and limitations, not simply produce a dashboard. Set employer-supported tasks that make the effect on a decision visible. Prioritise usable OTJ evidence, realistic workload and a staged EPA plan.

How the programme can lead

Develop an anonymised portfolio of employer-reviewed controls cases, showing the problem, learner contribution and decision benefit. Invite peer scrutiny of the learning design. This would connect KBC's scale to an educational contribution that is useful beyond the college.

ST0310

Associate Project Manager Level 4

A programme strategy that connects the current evidence with the next stage of development.

0.3%

Share of England starts Aug 2025–Apr 2026

Joint 38th

Derived rank on the same starts measure

An emerging growth programme

KBC records nine starts in the same provisional window, within an England total of 2,686. Larger providers have established scale. KBC's opportunity is to build a clear specialist proposition supported by its project-controls community and professional learning model.

Build the evidence deliberately

The questionnaire's detailed programme samples are too small for a reliable programme comparison. The report therefore does not generalise the positive responses into a whole-programme judgement. The first priority is a complete, stage-aware learner-voice and progress record as cohorts develop.

A focused professional proposition

The intended pathway combines project-management fundamentals with practical digital and AI applications. The published offer includes PMP-oriented learning. The professional examination and the apprenticeship assessment are separate; eligibility and the learner's agreed offer govern access. A pass/not-pass professional exam should never be described using apprenticeship distinction grades.

2026–27 delivery priorities

Make planning, stakeholder communication, risk and governance visible in authentic work. Use short scenarios and project artefacts to check understanding. Provide early clarity about assessment requirements and support learners to practise explaining their own contribution. Keep growth within available tutor, coach and employer capacity.

A pragmatic route to leadership

Partner with employers who can provide purposeful project work, then evaluate the first mature cohorts carefully. Share evidence of reliable delivery habits and progression. The ambition is a distinctive and effective programme, with growth supported by demonstrated learner benefit rather than borrowed rankings from other standards.

ST0596

Marketing Executive Level 4

A programme strategy that connects the current evidence with the next stage of development.

22.0%

Share of England starts Aug 2025–Apr 2026

First

Derived rank on the same starts measure

A strong specialist position

KBC records 63 of 287 England starts in the provisional August–April window and also ranks first in the full 2024/25 data. The programme has a credible platform for shaping practice in operational marketing apprenticeships.

A positive learner experience

The August core quality mean is 4.44/5, compared with 4.27 earlier. Charlie’s review describes tracking, campaign reporting and data-led optimisation. Paulina’s July reflection describes greater involvement in planning, website content, analysis and product launches. These cases make the value of applied learning specific.

Professional learning with clear boundaries

KBC’s published programme includes the CIM Level 4 Certificate in Professional and Digital Marketing. The offer can connect occupational learning with a wider professional community. Apprenticeship requirements, professional examinations and optional enrichment should remain clear to learners and employers.

2026–27 delivery priorities

Strengthen campaign briefs, audience insight, measurement plans and ethical digital practice. Use real examples with appropriately protected business information. Stage EPA preparation and check the assessment plan for the learner’s version, including any requirements governing when project work may begin. Preparation must support authentic learner work.

How the programme can contribute to the sector

Build a case bank showing how apprentices select channels, interpret results and improve the next campaign. Review it with employers and share an evaluated approach to teaching marketing judgement. The national 2024/25 QAR benchmark is 72.0%; KBC will compare only after establishing a matching outcome measure.

ST0612

Marketing Manager Level 6

A programme strategy that connects the current evidence with the next stage of development.

52.3%

Share of England starts Aug 2025–Apr 2026

First

Derived rank on the same starts measure

A major share of specialist starts

KBC records 102 of 195 England starts in the provisional August–April window. It ranks first, compared with second in the previous full academic year. This is a strong scale position; the different observation periods do not support a direct annual growth calculation.

From learning to responsibility

The August core quality mean is 4.44/5, compared with 4.25 earlier. Reviews describe strategic marketing, stakeholder relationships, customer insight and wider responsibility. Rebecca and Yasmin’s employer accounts provide useful examples of progression alongside applied learning.

A professional strategic pathway

The published offer includes the CIM Level 6 Diploma in Professional and Digital Marketing. The programme should connect strategic analysis to decisions about markets, value, customers and resources. Professional recognition is most meaningful when learners can explain the choices they make and the evidence they use.

2026–27 delivery priorities

Use integrated marketing plans, commercial scenarios and employer-reviewed assignments. Calibrate feedback so that learners know what stronger strategic reasoning looks like. Build careers discussions around leadership responsibility and professional direction, while protecting the learning time needed for a demanding Level 6 route.

Sustaining a role-model offer

Develop a portfolio of strategic decisions and employer-observed benefits, with a clear account of the learner’s contribution. Review participation and progression across sectors and learner groups. The national 2024/25 QAR is 63.0%; a comparable KBC rate must use the same cohort rules before any performance advantage is claimed.

CASE PORTFOLIO 01

Small adjustments Fuller participation

Benjamin, Janet and Cerys show how practical changes can make professional learning easier to access. Their dated review records connect an identified barrier or preference with an adjustment and a learner or employer account of participation.

Context

Professional learning asks people to read, write, discuss and apply complex ideas while managing a working role. These three accounts show the value of adapting the route into learning. The common purpose is access to an ambitious curriculum and meaningful participation.

Action

Benjamin's February review records options including printed textbooks, materials in advance and assistive writing tools. Later reviews discuss continued tool use and speech-to-text. Janet's review records changes to templates that reduced administration. Cerys describes live captions and the opportunity to revisit teaching.

Evidence

Benjamin's May employer response links the books to easier learning and greater enjoyment; the July record documents continuing support. Janet's June employer response identifies the benefit of adapted templates. Cerys' June account records accessible participation alongside the application of finance, procurement and contract learning at work.

Impact

The positive result is specific: improved access and reported enjoyment for Benjamin; less administrative friction for Janet; and a usable learning experience alongside broader occupational understanding for Cerys. These are credible examples of responsiveness. They do not, on their own, measure an attainment effect or establish that all support needs have been resolved.

Next

KBC can sustain this practice through a short adjustment record agreed with each learner: what helps, what has been tried and when its usefulness will be reviewed. Follow-up should ask whether the change makes participation easier and whether further action is needed. Benjamin's continuing prioritisation and progress support illustrates why adjustments and coaching should be reviewed together.

S02: dated pre-September review extracts; review IDs and source pointers retained in the evidence register, p67.

CASE PORTFOLIO 02

Turning learning into a useful business system

Lukasz's May and July progress reviews show a promising sequence: a practical dashboard, wider use across the business and an employer explanation of its value. The case illustrates how review conversations can make workplace application visible.

Context

Information spread across business functions can make reporting slower and decisions harder to coordinate. The May employer review describes a project and sales dashboard providing faster access to information and more efficient reporting. This establishes a practical business purpose for the learner's work.

Action

By July, the employer describes a portal bringing sales, marketing, projects, logistics and customer information into one dashboard. The review makes the connection between professional development and a tangible workplace output visible. It also provides a clear basis for a later discussion about how the system is used.

Evidence

The 8 May review records centralised information and faster reporting. The 14 July employer response reports that the portal covers multiple business areas and estimates that it avoided a £65,000 investment in a separate system. These are two dated employer accounts describing development over time.

Impact

The defensible positive finding is an employer-reported improvement in information access and a substantial estimated avoided purchase. That is a valuable illustration of learning applied to business needs. The estimate is attributed to the employer: expenditure avoided, implementation costs, maintenance and alternative options were not independently audited.

Next

The next review can strengthen the business-value story by documenting who uses the dashboard, the decisions it supports and the effort needed to maintain it. A short employer verification should record the basis of the avoided-purchase estimate. Before-and-after reporting time and examples of better decisions would provide additional evidence without overstating financial precision.

Original employer record

[Open the 14 July APTM review](#). Authorised access required.

CASE PORTFOLIO 03

From completing tasks to making better decisions

Charlie and Paulina describe different aspects of professional growth: stronger analytical practice and a broader contribution to marketing decisions. Together, the records show how taught learning can become visible in everyday work.

Context

Marketing learning becomes valuable when it changes how a practitioner plans, measures and improves activity. Charlie's employer names tools and campaign decisions. Paulina's learner account describes increasing involvement and confidence. These complementary perspectives make the examples more informative than general expressions of satisfaction.

Action

Charlie's June review records a Google Tag Manager audit, end-of-campaign reporting, GA4 events, Meta Pixel tracking and paid campaign work. The employer also describes reviewing search terms and device data. Paulina's July account describes campaign planning, website content, performance analysis, product launches and contributions to marketing discussions.

Evidence

The 4 June employer entry connects Charlie's learning to specific analytical activities undertaken at work. The 7 July learner entry attributes Paulina's growing confidence to the combination of lectures, LMS learning and practical experience. The accounts identify what changed in their work and how the learning environment contributed.

Impact

Charlie's evidence supports the development and use of analytical practice, including a more informed approach to campaign optimisation. Paulina describes becoming a more strategic contributor rather than only carrying out individual tasks. Neither entry establishes an independently verified conversion increase or financial return. The achievement illustrated here is stronger professional judgement and broader participation.

Next

A repeatable workplace evidence template can ask each learner to select one decision, explain the evidence used and show the resulting change to activity. Employers can confirm the learner's contribution and identify a next challenge. Follow-up reviews should distinguish the quality of the decision from campaign results influenced by budget, market conditions and other team members.

CASE PORTFOLIO 04

Employers recognise growing responsibility

Daisy, Rebecca and Yasmin provide three dated examples of progression alongside learning. Their employers connect developing capability with promotion or a broader role, while the reviews describe the professional work behind that recognition.

Context

Progression can appear through a new job title, expanded responsibility or a stronger voice in business decisions. These selected accounts show employers recognising that development. They illustrate a valuable dimension of the learner experience without being treated as a provider-wide destination or promotion rate.

Action

Daisy's employer identifies a close fit between the recent social media module and the business. Rebecca's review describes customer journey mapping, data and customer insight, stakeholder engagement and regional growth. Yasmin's employer describes stronger stakeholder relationships, strategy and planning alongside a greater focus on commercial value.

Evidence

Daisy's 20 August employer response records a promotion and explains the usefulness of the preceding three months of social media learning. Rebecca's 19 August employer response links her growth to promotion and expanded responsibilities. Yasmin's 12 May review records promotion to a senior marketing role with group responsibilities.

Impact

The positive evidence is employer-recognised professional growth supported by accounts of relevant work. Across the cases, learners are described as taking wider responsibility and applying more developed marketing judgement. The reviews do not independently establish the appointment dates, salary changes or the contribution of every factor behind each promotion; the apprenticeship is not presented as the sole cause.

Next

With learner consent, KBC can turn these examples into a consistent progression record: the role before and after, the relevant learning applied, employer confirmation and a subsequent review of responsibilities. The next year's analysis should use an eligible-learner denominator, include learners whose roles remain stable and recognise increased capability without promotion as a meaningful outcome.

Review evidence

Daisy, 20 August · Rebecca, 19 August · Yasmin, 12 May. Employer accounts; authorised access required.

CASE PORTFOLIO 05

Support that follows through

Dated case records show how personal contact, employer coordination and practical support can keep the learner's experience at the centre.

SG174 Continuity during difficult circumstances

The safeguarding lead maintained scheduled contact during a family crisis, checked that the learner was safe and discussed counselling available through Benenden Health membership on 1 July. A further check-in is recorded on 26 August. The positive evidence is accessible signposting and continued contact. It does not establish treatment uptake or clinical recovery.

WB218 Coordinated re-engagement

A concern raised by a coach on 18 August led to repeated contact attempts and liaison with employer HR on 21 August. The 28 August note records that the learner was safe and well and engaging with the skills coach. This demonstrates a coordinated response across the learning partnership. Subsequent retention or achievement would require later evidence.

WB175 Making the next task manageable

A June support conversation led to more structured, logical tasks and targets, with continued monitoring. The record was not fully closed. This is a useful example of adjusting the way support is delivered while keeping a continuing need visible. Progress should be checked through the learner's next steps, rather than inferred from the presence of a plan.

What these cases contribute

The cases illustrate care in action: listening, agreeing a practical response and returning to the learner. They do not provide a population-level effectiveness rate. In 2026–27, anonymised review will connect the quality of the response with the learner's account and sustained participation at two follow-ups. Identifying health and family detail remains in restricted records.

ANNUAL PLAN 01

The next year: a consistently excellent learner journey

The annual plan runs from September 2026 to August 2027. Twelve priorities connect valued learning relationships with a more dependable learner journey. All targets are proposed, subject to resourcing and approval.



A benefits-led plan

Each priority specifies a baseline, accountable role, delivery milestone and evidence of benefit. The plan protects teaching, coaching and safeguarding while improving induction, resources, assessment, careers and EPA preparation. The four core programmes remain the focus.

Test sustainment before closure

An action is complete when the intended benefit is evidenced and remains visible at two reviews. Where a target is not met, the owner should explain what was learned, what changes next and what support is needed. This makes the plan a management tool, rather than a list of completed activities.

Share evaluated practice

The August 2027 review should identify what other providers and employers can adapt. Publication follows verification, appropriate consent and a clear account of the context in which the method worked.

ANNUAL PLAN 02

One college standard; four distinctive pathways

A shared delivery architecture should make KBC easy to understand while allowing each programme to reflect its occupational purpose. Management describes a London masterclass model comprising fourteen sessions and one reading week. The 2026-27 plan will validate its timetable, learning sequence and accessible participation arrangements, then publish a coherent learner journey for each programme and intake.

Translate the model into a learner promise

Programme Leads should map the fourteen teaching sessions, reading week, workplace application, assessment points and review meetings into an accessible calendar. The London masterclass should connect expert teaching, peer discussion and professional networking to the same curriculum sequence. The reading week should carry a clear, proportionate learning brief and routes to help. Travel, disability, caring and work constraints require an equivalent route to the intended learning, with arrangements confirmed before booking.

Keep occupational purpose explicit

For Project Controls Professional Level 6, the sequence should connect planning, cost, risk, performance and benefits. Associate Project Manager Level 4 should build progressively towards effective project delivery and the learner's applicable assessment requirements. Marketing Executive Level 4 should connect customer insight, campaign implementation and evaluation. Marketing Manager Level 6 should develop strategic choice, leadership and commercial judgement. Professional qualifications should appear with their exact awarding arrangements, eligibility and costs, after verification.

Milestones and proposed standards

The Head of Delivery owns the architecture, with Programme Leads, scheduling staff and learner representatives. By September, confirm the current model and programme-specific exceptions; by December, publish and test all journey maps; in February and May, review learner and employer experience; by August, evaluate the full cycle. Proposed standards are 100% of active programmes with an approved map and 100% of scheduled events with published learning purpose, accessibility contact and contingency arrangements.

Evidence and capacity

The source baseline is positive curriculum intent, at 92.4% pooled agreement, alongside 76.3% organisation and communication agreement in August. Preserve that relevance while making the operating model clearer. Resource dependencies are venue capacity, tutor availability, accessible materials, travel communication and online alternatives. Close the architecture action after two termly reviews confirm that published plans match delivery and that sampled learners can explain their route. Monitor delivery satisfaction and access separately.

ANNUAL PLAN 03

Q1 · A clear and welcoming start

Good communication protects the energy learners bring to a new programme. August organisation and communication ratings improved to 76.3% positive, with a mean of 4.08 out of five. This action consolidates that progress into an induction experience learners can explain in their own words, supported by consistent messages, visible dates and a prompt response when plans change.

Measure	August baseline	Proposed target
Organisation	76.3% positive	≥85% February; ≥90% August
Operational concerns	13.2% of respondents	<8% by August

Baseline and intended contribution

The attached questionnaire review also records operational concerns in 13.2% of August responses, using overlapping qualitative coding. These comments identify focused opportunities in induction, inconsistent messages, late changes and system friction. Q1 supports leadership and governance, inclusion, and participation and development. Success means reduced uncertainty and stronger learner confidence; a signed induction checklist is useful process evidence but is not the complete outcome.

Delivery and accountable owner

The Head of Delivery is accountable, supported by Programme Leads, learner support and the MIS/Communication Lead. Create one induction checklist, one programme journey map, one current calendar and a simple explanation of where authoritative information lives. Issue key assessment and review dates early. Set a proposed ten-working-day notice standard for non-emergency timetable changes, recording exceptions and alternative support. A 30-day conversation should test understanding, access and readiness to participate.

Milestones and proposed targets

Approve the standard in September, introduce it for new starts in October and audit its use in December. The February pulse should reach at least 85% positive for organisation and communication and at least 90% for first-month clarity. By May, address variation by programme and induction cohort; by August, aim for 90% positive organisation ratings and fewer than 8% of respondents recording operational concerns. Keep the coding framework stable when comparing concern percentages.

Closure evidence and resources

Dependencies are protected onboarding time, version-controlled materials and a shared change log accessible to delivery and engagement teams. Monthly evidence combines information-release records, learner explanations, first-month check-ins and issue resolution. Close the action when standards are met in two successive monthly audits and a subsequent learner pulse confirms improvement. Reopen it if a programme repeatedly misses the standard or learners cannot locate the information needed to progress.

Proposed actions and targets for 1 September 2026–31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 04

Q2 · Confidence at every assessment milestone

Assessment confidence develops through a sequence of manageable steps. In August, 73.7% of respondents understood EPA requirements, while 46.5% felt well prepared. These whole-sample results do not distinguish early learners from those approaching gateway. The priority is therefore a stage-sensitive pathway that builds confidence, authentic evidence and readiness at the appropriate point in each programme.

Measure	August baseline	Proposed target
EPA understanding	73.7% positive	≥85% by February
Preparedness	46.5% across all stages	≥80% in final six months

Baseline and intended contribution

The source report identifies 19.3% negative responses to preparedness and recommends a final-six-month diagnostic. Q2 contributes principally to achievement and curriculum, teaching and training, with inclusion integral to adjustment planning. September's first task is to establish stage-specific baselines and confirm the assessment plan applicable to each learner. Readiness must reflect demonstrated knowledge, skills and behaviours, not solely confidence ratings or completed documents.

Delivery and accountable owner

The EPA Lead is accountable, working with Programme Leads, coaches, Compliance and relevant assessment organisations. Publish a simple stage-based roadmap, connect module learning to permitted evidence requirements, and explain gateway responsibilities. Offer quarterly assessment briefings, diagnostic activities and appropriate rehearsal. For learners within twelve weeks of planned completion, agree an individual readiness plan, adjustment requirements, responsibilities and contingency dates. Maintain assessment integrity and follow the applicable rules governing evidence and independent assessment.

Milestones and proposed targets

Design roadmaps in September and launch them in October. Complete the first stage-based review by December and the first impact pulse in February. Proposed targets are at least 85% understanding, at least 80% preparedness among learners in their final six months, and a current readiness plan for 100% of learners within twelve weeks of their planned end. May reviews should challenge slippage; August evaluation should relate preparation to verified gateway, completion and assessment outcomes.

Closure evidence and resources

Dependencies include staff assessment-plan expertise, diagnostic materials, rehearsal time, learner access and timely external arrangements. Evidence combines learner explanations, authentic work, diagnostics, progress against plans and verified results. Close only after two successive readiness reviews show both process compliance and improved stage-specific confidence, with no unresolved critical readiness gaps. Retain individual support beyond action closure and report programme-specific outcomes with their denominators and assessment periods.

Proposed actions and targets for 1 September 2026-31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 05

Q3 · Turn learning into career momentum

Learners already recognise the programme's professional value: 96.5% of August respondents agreed that it supported personal and professional development. The next opportunity is to make careers guidance an explicit entitlement throughout the journey. Advice should help learners connect new capability with responsibility, professional recognition and realistic progression, whether their next step is within their employer or beyond it.

Measure	August baseline	Proposed target
Careers guidance	66.7% positive	≥82% February; ≥85% August
Career goal recorded	September baseline audit	100% of active learners

Baseline and intended contribution

Careers guidance received 66.7% positive responses. Reported increases in responsibility reached 34.2%, promotions attributed to KBC 11.4%, and better jobs attributed to KBC 19.3%; these are self-reported associations. Q3 supports participation and development and achievement. It should preserve a broad view of success, including increased confidence, role breadth and better workplace contribution, rather than equating progress solely with promotion or pay.

Delivery and accountable owner

The Head of Quality is accountable, with a designated careers lead, Programme Leads and coaches. Capture a career goal at induction and revisit it at every ten-week review. Publish verified pathway maps for the four programme families, including professional recognition, further learning and relevant roles. Provide a practical portfolio of impact statements, CV and professional-profile guidance, employer conversation prompts, and access to advice. Use clubs, alumni and employer events to widen professional networks.

Milestones and proposed targets

Approve the entitlement in September, issue pathway maps by December and review access in February. Proposed targets are a documented career goal for every active learner, progression discussion in at least 90% of sampled reviews, and two accessible careers or networking opportunities per quarter. Careers guidance positivity should reach at least 82% in February and 85% by August. May review should identify underserved programmes or learner groups and reshape delivery accordingly.

Closure evidence and resources

Dependencies are adviser capacity, verified professional pathway information, employer participation and accessible event arrangements. Seek learner permission before contacting employers about sensitive career intentions. Evidence should link a goal, agreed action and observed development, with employer confirmation where appropriate. Close Q3 after two quarterly reviews confirm access and useful guidance, followed by sustained learner improvement. Track destinations at suitable intervals and retain unknown outcomes; avoid treating self-attribution as a causal estimate.

Proposed actions and targets for 1 September 2026-31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 06

Q4 · Resources that make learning effortless

A strong digital environment gives learners more time to think, practise and apply. August resources and LMS agreement stood at 81.6%, while comments asked for clearer navigation, reliable links and consistent templates. The next year will make essential learning materials easier to find and use, with visible support when technology interrupts progress and accessibility considered from the beginning.

Measure	August baseline	Proposed target
Resource support	81.6% positive	≥90% by February
Advance availability	September baseline audit	100% seven days before use

Baseline and intended contribution

The resources item had a mean of 4.21 out of five, showing a positive foundation and a clear enhancement opportunity. Q4 contributes to inclusion and curriculum, teaching and training. Satisfaction should be considered alongside successful completion of real learner tasks: finding the next activity, accessing a reading, submitting work and locating feedback. Time logged in a platform is not sufficient evidence of meaningful learning or eligible off-the-job activity.

Delivery and accountable owner

The Head of Technology is accountable, with Programme Leads, Quality and a learner testing group. Establish one module hub with a clear sequence of video, reading, activity, assessment and feedback. Test permissions, links, captions, document structure and keyboard access before release. Standardise resource indexes and template packs. Provide a service desk with priority categories, an owner and an auditable resolution record. Test migrations against learner records and preserve access to essential evidence.

Milestones and proposed targets

Set the quality standard in September, pilot it in October and complete first programme audits by December. By February, aim for at least 90% positive resources ratings, 100% of core materials released seven days before use, and at least 95% of routine system issues resolved within two working days. May testing should include learners using accessibility adjustments. August evaluation should show repeat resource concerns at least halved under the same coding method.

Closure evidence and resources

Dependencies are developer time, content-owner capacity, accessibility expertise and a manageable release calendar. Confirm priorities and service definitions before promising response times. Closure requires two monthly audits meeting resource standards, successful learner task testing and a subsequent pulse showing improvement. Keep unresolved accessibility barriers open until the learner can complete the intended task. The routine control remains a module-readiness check before every teaching cycle.

Proposed actions and targets for 1 September 2026-31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 07

Q5 · Assessment that advances learning

Effective assessment helps learners understand what strong performance looks like and how to improve their own work. August useful-feedback agreement reached 86.8%; 14.0% of respondents requested clearer assessment guidance, templates or requirements. The plan will extend the quality of KBC's learning relationships into consistent briefs, timely feedback and practical opportunities to act on advice.

Measure	August baseline	Proposed target
Useful feedback	86.8% positive	≥92% by February
Assessment clarity requests	14.0% of respondents	Reduce by at least 50% by August

Baseline and intended contribution

Feedback improved from 82.1% to 86.8% positive in the source review. Q5 supports curriculum, teaching and training, achievement and inclusion. It focuses on formative learning and consistent expectations. Staff should distinguish coaching, formative feedback, permitted assessment support and independent judgement. Clear boundaries protect authentic learner work while ensuring that people understand the task, relevant standards and available adjustments.

Delivery and accountable owner

The Head of Quality is accountable, supported by Programme Leads and assessment staff. Introduce common brief sections covering purpose, criteria, task, evidence requirements, submission route, dates and support. Provide annotated exemplars where permitted, showing reasoning rather than inviting imitation. Adopt a proposed ten-working-day feedback standard, with exceptions communicated. Calibrate feedback through monthly moderation, reviewing specificity, actionability and whether the learner subsequently improves. Schedule short assignment clinics before key deadlines.

Milestones and proposed targets

Agree templates during September and October and introduce the service standard in November. December moderation should establish programme consistency. By February, proposed targets are at least 92% useful-feedback agreement, at least 95% feedback issued within the agreed standard and 100% sampled briefs meeting the template requirements. In May, examine learner use of feedback; by August, aim to halve unclear-assignment comments using the original coding framework.

Closure evidence and resources

Dependencies include moderation time, tutor capacity, an assessment calendar and exemplars cleared for appropriate use. Evidence should pair an initial submission, feedback and subsequent learner response, alongside service data. Close after two consecutive moderation cycles meet the standards and sampled work shows learners can use the advice. Monitor timeliness and quality together: fast feedback without useful next steps does not meet the intended standard. Maintain proportional sampling by programme, level and assessor.

Proposed actions and targets for 1 September 2026-31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 08

Q6 · Applied learning for the next economy

Learners want more opportunities to practise with the tools and problems shaping their professions. In August, 16.7% requested AI, digital, data or software content; 7.0% requested practical cases and 7.0% leadership, people, change or stakeholder content. KBC can respond through focused applications that strengthen its existing curriculum rather than simply increasing its volume.

Measure	August baseline	Proposed target
Industry relevance	91.2% positive	≥95% by August
Meaningful OTJ learning	88.6% positive	≥92% by August

Baseline and intended contribution

Industry relevance was 91.2% positive and meaningful off-the-job learning 88.6% positive in the source review. Q6 supports curriculum, teaching and training, achievement and the voluntary skills-needs lens. Employer priorities should help select applications, while the occupational standard remains the organising requirement. Applied learning should include explaining a decision, testing an assumption and evaluating a result, rather than demonstrating software operations alone.

Delivery and accountable owner

Programme Leads are accountable under the Head of Delivery. Build a curated case bank by programme and sector. Project programmes should include suitable planning, risk, cost and performance applications; marketing programmes should include research, campaign analysis and commercial decisions. Introduce short tool laboratories with accessible alternatives. Teach verification, bias awareness, confidentiality, intellectual property and disclosure of AI assistance. Learners must retain responsibility for reasoning and authentic assessment evidence.

Milestones and proposed targets

Complete the enhancement map in September and October, deliver the first laboratories by December and review their usefulness in February. Proposed targets are one applied tool laboratory per programme each quarter, at least two relevant case applications per module, and documented learner and employer input into every programme's annual review. By August, aim for at least 95% industry-relevance agreement and 92% meaningful off-the-job-learning agreement. Test workload and accessibility before widening provision.

Closure evidence and resources

Dependencies include licensed tools where needed, staff development, employer-cleared scenarios and secure demonstration data. Evaluate work samples and explanations against the intended learning outcomes. Close the enhancement action after two termly reviews demonstrate relevant application, learner accessibility and manageable workload. Employer endorsement is valuable supporting evidence; it does not substitute for assessed competence. Share reusable cases only after permissions, anonymisation and intellectual-property checks are complete.

Proposed actions and targets for 1 September 2026–31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 09

Q7 · Timely support that protects progress

Personalised support is most valuable when it arrives early enough to make a difference. August learners rated support when behind at 80.7% positive and useful employer-involved reviews at 84.2%. This action turns those foundations into a consistent early response, with a clear recovery plan, supportive employer involvement and realistic decisions about the learner's next steps.

Measure	August baseline	Proposed target
Support when behind	80.7% positive	≥90% by February
Useful employer reviews	84.2% positive	≥90% by February

Baseline and intended contribution

The source questionnaire identifies an experience measure, not a verified annual retention rate. September should establish programme and intake retention baselines from reconciled learner records before numerical retention targets are approved. Q7 supports participation and development, achievement, inclusion and leadership and governance. A learner's context matters: a withdrawal, break or transfer must be accurately recorded and understood rather than concealed to improve a headline metric.

Delivery and accountable owner

The Head of Delivery is accountable, with coaches, Engagement and Compliance. Agree transparent warning indicators covering missed contact, attendance, overdue work and stalled progress. Staff should review alerts before acting and consider support needs, employment changes and agreed adjustments. Contact the learner within five working days of confirmed concern, agree proportionate next steps and involve the employer appropriately. Review agendas should include learner reflection, manager input, progression, wellbeing and assessment milestones.

Milestones and proposed targets

Define triggers in September, implement in October and audit in December. Proposed targets are timely contact for at least 95% of confirmed concerns and an agreed support or recovery plan for 100% of identified cases. By February, aim for at least 90% positive support-when-behind and review-usefulness ratings. Review employer participation in May and work towards at least 90% attendance or documented alternative contribution. August should evaluate recovery, retention and learner experience together.

Closure evidence and resources

Dependencies are reliable learner records, manageable caseloads, engagement capacity and access to employer contacts. Case closure requires two successive scheduled reviews showing restored participation or a clearly documented, appropriate alternative outcome. QIP closure requires two monthly audits meeting standards and evidence that recovery plans are useful to learners. Record unresolved barriers and overdue actions visibly. Analyse withdrawals by programme and relevant learner groups only where denominators and privacy permit sound interpretation.

Proposed actions and targets for 1 September 2026–31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 10

Q8 · Protect the quality of human relationships

KBC's most valuable asset is the quality learners experience in teaching and coaching. Headline satisfaction reached 97.4% for both in August. The annual plan will protect that strength as programmes develop, using professional learning, proportionate observation, manageable caseloads and shared practice to make excellent interactions a dependable feature of every learner's experience.

Measure	August baseline	Proposed target
Teaching domain	93.4% pooled positive	≥94% by August
Coaching domain	88.0% pooled positive	≥92% by August

Baseline and intended contribution

Detailed-domain agreement was 93.4% for teaching and 88.0% for coaching. Learners rated session value at 95.6% positive and feeling comfortable and supported to participate at 94.7%. These measures support curriculum, teaching and training, inclusion, and participation and development. They should remain distinct from headline satisfaction because the questions and denominators differ. The aim is to sustain trust while improving the consistency of the specific learning processes beneath it.

Delivery and accountable owner

The Head of Quality is accountable with the Head of Coaches and Programme Leads. Use observation and peer review to examine questioning, explanation, interaction, feedback and workplace application. Offer coaching calibration using anonymised cases and learning evidence. Protect continuity when staff change, and set caseload thresholds through a workload review. Draw on expert practitioners and authors through clearly evidenced contributions, then help teaching teams translate their expertise into accessible learning activities.

Milestones and proposed targets

Agree the observation and professional-development cycle in September. By December, complete baseline sampling across every programme and identify focused staff development. February and May reviews should assess improvement in selected teaching and coaching practices. Proposed August targets are at least 94% pooled teaching agreement, 92% pooled coaching agreement and sustained headline satisfaction of at least 97%. Investigate meaningful programme variation even when the college average remains strong.

Closure evidence and resources

Dependencies are protected peer-learning time, observation capacity and a realistic staffing model. Evidence should combine learner work, session observation, coaching records and learner explanation of what helped. Close development actions after two successive observations or calibrated reviews show sustained improvement. An attendance record for professional development is insufficient on its own. Maintain a reusable practice bank and recognise staff contributions that demonstrably improve participation, learning or application.

Proposed actions and targets for 1 September 2026-31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 11

Q9 · A culture of safety care and confidence

Learners' confidence in safety and care is a strong foundation for ambitious learning. The August safeguarding and wellbeing domain recorded 96.5% pooled positive responses, with no negative responses. KBC's next-year commitment is to sustain that confidence through responsive practice, visible support and reliable follow-through, recognising that high satisfaction strengthens, but cannot replace, operational safeguarding assurance.

Baseline and intended contribution

In the source review, 97.4% knew who to contact about safeguarding and 94.7% felt supported with wellbeing and mental health. Q9 addresses safeguarding directly and contributes to inclusion and participation. Absence of negative survey responses does not mean absence of need. A healthy culture enables concerns to surface promptly and supports proportionate action. Monitor response quality and timeliness, not a target reduction in disclosures.

Delivery and accountable owner

The Designated Safeguarding Lead is accountable, supported by Quality, coaches and Engagement. Refresh staff knowledge, provide clear learner reminders and review referral and escalation arrangements. Ensure safeguarding support remains distinct from routine learning support, while handovers are coordinated. Where KBC offers Benenden Health membership, describe it accurately as membership rather than insurance, subject to verified terms, eligibility and service access. Help learners understand available wellbeing routes and how to seek urgent help when necessary.

Milestones and proposed targets

September should confirm current contacts, training coverage, case-review standards and the membership communication. December and February reviews should combine learner awareness with anonymised case-quality sampling. Proposed targets are at least 96% pooled safeguarding agreement, at least 97% contact awareness and 100% current staff completion of required refreshers. Urgent concerns require immediate action under policy; the operational aim is no overdue risk-critical action. May and August reviews should test continuity and emerging risks.

Closure evidence and resources

Dependencies are DSL capacity and cover, secure case management, specialist referral routes and staff refresher time. Assess case quality through chronology, rationale, action, learner voice and follow-up. Safeguarding cases close according to professional judgement and policy, with appropriate continuing arrangements. The QIP action closes only after two successive monthly assurance reviews confirm reliable practice and awareness. Membership uptake or satisfaction must not be described as measured clinical improvement.

ANNUAL PLAN 12

Q10 · Access that works for the individual

An inclusive college makes adjustments useful in everyday learning and reviews whether they continue to help. August equality, diversity and inclusion agreement was 93.0%, and 94.7% felt comfortable and supported to participate. The next stage is a clearer connection between learner voice, an agreed adjustment, accessible participation and sustained progress, supported by careful analysis of differences between groups.

Measure	August baseline	Proposed target
Equality, diversity and inclusion	93.0% positive	≥95% by August
Useful adjustments	Valid baseline required	≥90% among support recipients

Baseline and intended contribution

The source report identifies an ambiguous support-needs question that mixes eligibility, non-applicability and satisfaction. It cannot provide a reliable support-needs trend. Q10 contributes across inclusion, curriculum, teaching and training, achievement, and participation. September should establish separate measures of declared need, adjustments offered, use and perceived benefit. The learner should be able to describe what helps; disclosure alone should never be treated as evidence that support is effective.

Delivery and accountable owner

The Inclusion Lead is accountable with coaches, Quality and Technology. Record agreed barriers, practical adjustments, responsibilities and review dates in a proportionate support plan. Ensure accessible teaching materials, captions and suitable reading or writing supports where required. Review arrangements at transitions, assessment milestones and changes in employment or health. Invite learners to test materials and digital journeys. Share necessary support information with relevant staff using appropriate permissions and confidentiality controls.

Milestones and proposed targets

Agree the revised data fields and adjustment-review standard in September. By December, audit a cross-programme sample with learner input. Proposed targets are a current plan for every learner with an agreed ongoing adjustment and at least 90% positive usefulness ratings among valid support recipients by February. May should review barriers and outcome patterns; by August, aim for at least 95% positive inclusion ratings, while preserving individual support where aggregate results appear favourable.

Closure evidence and resources

Dependencies are specialist inclusion capacity, accessible resources and time for learner consultation. Evaluate progress and retention by relevant groups, programme and stage, with uncertainty and small-group protection. A non-significant difference is not proof of equality or policy effectiveness. Close an adjustment action after two successive reviews confirm that the learner can participate as intended and the arrangement remains useful. Close the QIP priority only when routine audits show reliable provision and remaining barriers have accountable plans.

Proposed actions and targets for 1 September 2026-31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 13

Q11 · Governance that turns voice into decisions

Strong governance turns insight into decisions, resources and follow-through. KBC's next-year ambition is a visible line from learner and employer voice to curriculum choices and improved experience. Management dates the board's formation to April 2026; correspondence documents its inaugural meeting on 5 June and an August agenda for a meeting planned on 8 September. The annual plan will formalise this assurance cycle and preserve a clear decision record.

Measure	August baseline	Proposed target
Leadership and management	83.1% pooled positive	≥90% by August
Prompt issue resolution	85.1% positive	≥92% by August

Baseline and intended contribution

The source review records leadership and management at 83.1% pooled positive and prompt issue resolution at 85.1%. It identifies a strong association between leadership/management experience and overall satisfaction, without establishing causation. Q11 supports leadership and governance and strengthens every other evaluation area. Board composition, attendance, declarations of interest and decisions should be recorded rather than inferred from professional titles or public affiliations.

Delivery and accountable owner

The Academic Director is accountable for executive delivery; the Governance Chair leads scrutiny, supported by a clerk or nominated secretariat. Adopt an annual schedule covering education, safeguarding, inclusion, outcomes, resources and risks. Include meaningful learner and employer representation, with preparation and accessible ways to contribute. Record challenge, decisions, owners and dates. Publish a concise 'you said, we did, next' update that protects confidential information and explains decisions transparently.

Milestones and proposed targets

September should verify the governance record and approve the QIP, terms of reference and reporting calendar. December, February or the next scheduled meeting, May and August reviews should examine impact as well as milestones. Proposed targets are 100% of decisions assigned an owner and due date, 100% of material overdue actions escalated, and documented learner and employer input into each programme's annual review. Seek at least 92% positive prompt-resolution ratings by August.

Closure evidence and resources

Dependencies are secretariat capacity, timely papers, independent challenge and a concise dashboard with consistent definitions. Trace selected board decisions through implementation to learner or employer experience. Close Q11 after two successive governance reviews demonstrate complete action tracking, useful stakeholder input and evidence of impact. A meeting or consultation is a process milestone; the outcome is a decision that improves provision. Evaluate representation, conflicts and effectiveness annually, and refresh membership where the skills required change.

Proposed actions and targets for 1 September 2026–31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 14

Q12 · Evidence that strengthens every decision

Sophisticated analysis is valuable when leaders can explain the data beneath it and act on the result. The source review already uses programme-mix adjustment and matched comparisons. The next year will strengthen the conditions for trustworthy inference: clear populations, consistent questions, known invitation denominators, correct dates and traceable links between learner experience, participation and outcomes.

Baseline and intended contribution

The attached review identifies event-linked sampling, identifiable responses, missing invitation denominators, a mid-survey instrument change and potential straight-lining. The independent core-index gain was statistically significant, while the matched detailed-panel gain was not conclusive. Q12 supports leadership and governance and all evaluation areas. A secure annual evidence cut-off is essential: later extracts may corroborate earlier records, but post-cut-off experiences must be identified as subsequent evidence.

Delivery and accountable owner

The Head of Quality is accountable with Compliance, MIS and the data lead. Maintain a source register for APTEM, surveys, coaching, progress reviews and relevant Neon datasets. Reconcile learner and programme identifiers, control access and retain dated extracts. Introduce a shorter anonymous pulse with non-identifying invitation tokens, recorded denominators and programme-stage fields. Keep end-of-semester feedback separate from review-meeting feedback. Link to verified outcomes using lawful, proportionate controls and explicit analytical definitions.

Milestones and proposed targets

Approve definitions and the survey redesign in September, establish baseline completeness by December and run an impact pulse in February. Proposed targets are less than 1% duplicate/test contamination, a 60% response-rate aspiration with programme-stage coverage monitored, and a traceable source for every published indicator. May analysis should include interval estimates and sensitivity checks. August evaluation should compare like periods and distinguish observed association from policy effect.

Closure evidence and resources

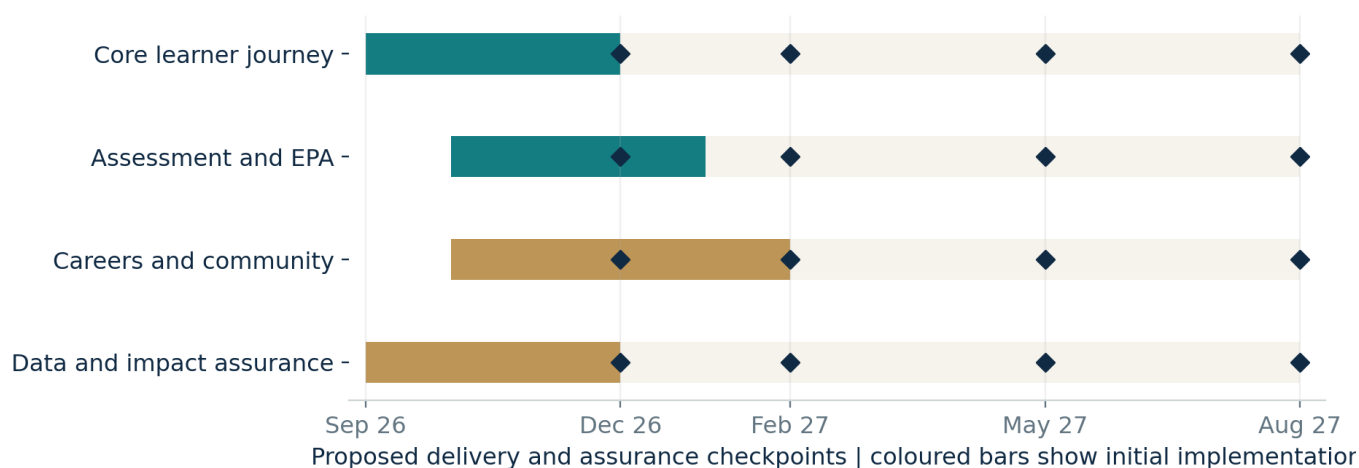
Dependencies are analyst time, controlled extracts, database access, version control and review by someone independent of the calculation. Use learner-clustered or repeated-measures methods when repeat observations warrant them, and pre-specify practical thresholds before equity testing. Closure requires two consecutive quarterly releases passing reconciliation and calculation review, with usable decisions recorded. Retain missingness, neutral and negative responses transparently. Publish reusable methods only after privacy checks and explicit review of disclosure risk.

Proposed actions and targets for 1 September 2026–31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 15

A practical rhythm for delivery

The plan sequences the essentials first, then tests whether the benefit reaches learners and lasts. The coloured bars show initial implementation; diamonds mark proposed assurance checkpoints.



September to December 2026

Approve priorities, owners and resource estimates. Establish the induction, resource and feedback standards, stage-specific EPA plans and a reconciled baseline. December review tests whether the new arrangements are consistently available to learners.

February and May 2027

The February review combines a comparable learner pulse with work samples, progress and readiness evidence. By May, check sustainment at two reviews and investigate programme or group variation. An implemented process is not closed if the intended benefit remains uncertain.

August 2027 and the next cycle

Reconcile outcomes and evaluate the year against the agreed baselines. Close actions only when benefit is evidenced; carry forward residual priorities with a reason and owner. Publish a consented, anonymised account of evaluated practice that employers and other providers can adapt.

Proposed actions and targets for 1 September 2026–31 August 2027. Baselines: S01 unless stated; role owners subject to board allocation.

ANNUAL PLAN 16

Make improvement durable—and share what works

KBC's ambition to be a reference point for professional apprenticeship education is best advanced through work that others can examine, adapt and test. The annual cycle therefore ends with a disciplined evaluation of what changed for learners and employers, which practices sustained improvement, what remains uncertain and which resources are ready to share responsibly with the sector.

An outcome-based closure decision

Each action owner should submit the baseline, intervention, dates, reach, resources, intended outcome and evidence from two successive scheduled reviews. The Head of Quality assesses completeness and challenges alternative explanations; governance accepts closure or sets further work. Learner satisfaction, service compliance and assessed achievement answer different questions and should remain visible separately. An improvement is ready to embed when its benefit persists and the routine owner has the capacity to maintain it.

A proportionate evaluation method

Compare the same measures and appropriate learner stages, reporting percentages with valid denominators, interval estimates where useful and missingness. Use paired analysis for repeat learners, appropriately modelled repeated observations, and sensitivity checks for programme mix or response patterns. Document practical significance as well as statistical uncertainty. Case studies should add mechanisms and context: the barrier or opportunity, action, learner account, employer observation and dated evidence. Selected cases illustrate impact; they do not establish its prevalence.

A credible contribution to practice

Programme Leads should nominate reusable teaching cases, accessible templates, coaching approaches or evaluation methods by May. Select material for an August practice review with learner and employer participation. Potential outputs include a practitioner briefing, an open webinar, a peer-reviewed case discussion or a professional publication. Verify permission, authorship, confidentiality and claims before release. The proposed annual target is two externally shareable practice resources supported by evaluated use, rather than a numerical publicity target.

The next planning cycle

The Head of Quality is accountable for the annual evaluation, with the Academic Director sponsoring dissemination and resources. Dependency: protected synthesis time and independent critical review. By 31 August 2027, publish an internally approved account of sustained outcomes and remaining priorities, then set the next baseline. Carry forward any action lacking two-review evidence. The strategic aim is clear: retain the college's human strengths, make its systems dependable and give learners increasing confidence in the professional futures they are building.

The measures that make improvement visible

A small, stable set of well-defined indicators is more useful than a large dashboard of ambiguous percentages.

Measure	Numerator / denominator	Frequency
Learner positivity	Valid ratings 4-5 / all valid ratings to the item	Monthly or pulse
Feedback timeliness	Eligible submissions returned within agreed SLA / submissions due	Monthly
Support effectiveness	Reviewed support plans with evidenced benefit / plans due for review	Monthly
Review involvement	Eligible reviews with employer contribution / reviews completed	Monthly
EPA readiness	Learners meeting stage diagnostic / eligible learners at that stage	Monthly
Apprenticeship QAR	Achievements / eligible hybrid-year leavers under official rules	Annual
Professional exam pass	Passes / attempts or candidates, explicitly specified	Quarterly
Employer application	Reviewed work examples with corroborated application / sampled examples	Quarterly

Read the denominator first

Every measure should specify the period, eligible population, numerator, missing category and source. A completed-review agreement rate describes valid answers; an attendance rate describes scheduled learning; a QAR describes an eligible leaver cohort. Keeping those definitions visible prevents an attractive percentage from being misinterpreted.

Use both experience and performance

A learner may be satisfied while still needing help with evidence or assessment. Pair each experience indicator with a relevant operational or learning measure. For example, resource satisfaction should sit beside accessibility checks and module readiness; confidence in EPA should sit beside stage-specific diagnostics and authentic evidence.

Make the dashboard fair

Disaggregate where sample size and data quality permit, and show missing or unknown values. Avoid ranking small coach groups by unadjusted outcomes. Programme mix, cohort maturity and support need influence comparisons. Investigate an adverse pattern and its context before deciding what it means.

Proposed measurement specification. QAR methodology must be applied to an authoritative reconciled cohort; targets do not alter eligibility.

Governance cadence resources and delivery risks

The plan succeeds when owners have time, authority and a regular forum for resolving the practical barriers.

Checkpoint	Decision	Minimum evidence
December 2026	Is implementation consistent?	Access tests, sampled briefs, induction and action logs
February 2027	Is learner experience improving?	Comparable pulse, stage-aware EPA, work samples
May 2027	Has the benefit lasted?	Two-review follow-up, subgroup view, peer challenge
August 2027	What is sustained and transferable?	Outcome series, evaluated cases and residual priorities

A workable governance rhythm

Action owners review delivery weekly during initial implementation. The leadership team reviews a monthly dashboard, exceptions and learner impact. Governors scrutinise progress quarterly and commission an independent sample where evidence is incomplete. The formal mid-year review is February 2027 and annual evaluation is August 2027.

Resource the essentials first

Protect programme-lead time for sequencing and assessment calibration, coach time for individual follow-up, IT time for resource access and data reconciliation, and DSL capacity for case supervision. Each action owner should estimate staff days, dependencies and any direct cost before approval. No uncosted cash budget is represented here as agreed.

Manage change in a useful order

First make learner information, support routes and core materials dependable. Then add enrichment and AI pilots in manageable stages. Migration to a new platform should include parallel checks of access and learner records. A feature is ready when it works for the intended user and its data can be reconciled.

The risks to watch

Growth can stretch coaching; simultaneous system changes can create confusion; poorly defined measures can create false reassurance; and optional opportunities can favour learners who already have time and confidence. The response is capacity gating, learner testing, clear definitions and accessible alternatives.

Escalation and assurance

An overdue milestone should trigger a decision about resources or scope. An adverse safeguarding or learner-welfare signal follows the relevant response route immediately, not the next dashboard meeting. The board’s role is to test whether action is working and enable improvement where it is not.

Proposed governance calendar and resource framework. This book does not record board approval or budget authorisation.

Statistical method and reproducibility

The analyses use the strongest comparisons supported by the data, with assumptions and uncertainty kept visible.

Questionnaires and inference

S01 uses 148 unique earlier respondents and 114 later respondents for most headline items; delivery uses 147 earlier. The detailed section has 106 earlier and 114 later respondents. There are 71 matched headline learners and 50 matched detailed learners. These bases are retained here for reproducibility. No invitation denominator is available. Positive means 4 or 5; pooled domain item shares are not independent learner observations.

Tests and sensitivity

Published mean-score p-values are retained as source results, with Holm adjustment separately for four headlines and ten domains. The raw “independent” tests are provisional because respondents overlap between waves. Programme and delivery retain adjusted p-values of .042 and .028; no domain does. Hedges g, programme-mix and matched results are source-reported; raw questionnaire microdata were unavailable for a full refit. Wilson intervals for headline proportions reconstruct unique integer counts from rounded rates and known bases.

Historical review analysis

Direct Neon extraction uses completed reviews from September 2025 to August 2026: structured completion date, otherwise original completed-date metadata. The analytic set has 1,933 review records and 358 learners. Each curriculum item has 1,132 valid answers from 342 learners; 100 malformed or placeholder entries per item are excluded. Exact duplicate keys are removed and conflicts excluded. No conflicting keys were found. Monthly charts average within learner before averaging across learners.

Repeated responses and uncertainty

Review-level rate intervals resample learners as clusters, 2,000 times. Paired change intervals use 5,000 learner resamples, with a 90-day sensitivity alongside the 28-day comparison. Seed 20260831 supports reproducibility. Intervals are exploratory and unadjusted unless stated. The six-item curriculum alpha is .872: internal consistency is encouraging, but does not establish validity, independent observations or causal effect.

Equity and market analyses

July snapshot withdrawal comparisons use Fisher’s exact tests and score-based difference intervals. They are not adjusted annual retention models or equivalence tests. Market rankings aggregate official atomic starts by standard and UKPRN within SN10; all four-standard rows are numeric and duplicate-free. Starts, unique learners and current participation are different quantities. No predictive model, causal AI effect or provider-wide return on investment is claimed.

Technical sources: S01–S03, B03–B05. Calculations reviewed against original tables and raw extracts. Archived source data remain access controlled.

The evidence register

The main findings are traceable to source documents, dated records and official data.

S01 Learner questionnaire review

KBC Learner Voice Quality Review June–August 2026, dated 28 August. Headline tables, ten domain profiles, 38 items, career responses, coded themes and robustness checks. The attached source is the basis for the annual QIP. Earlier collection: 2 March–5 June; later: 24 June–27 August.

S02 Historical review evidence

KBC Learner Review Evidence, ten-month edition compiled 28 September 2026. Only the December–August monthly slice and case events completed by 31 August are retained. Source workbooks: KBC APTM Reviews and Evidence; Questions and Answers Parts 1 and 2. Review IDs: Benjamin 3002–3004; Janet 9486; Cerys 16600; Lukasz 2563–2564; Charlie 9828; Paulina 4130; Daisy 7652; Rebecca 9820; Yasmin 9455.

S03 Direct database evidence

Read-only queries of five identified Neon projects cover the learner review archive, session and email archive, support reporting, withdrawal/ILR snapshot and portal state. Core tables include Learner.reviews and kbc_staff_reporting.tickets/ticket_details. Records and status dates were inspected rather than assuming a current state existed at year end. Source coverage is not a claim that every possible institutional record was available.

Governance and community

GOV01: 8 June appointments message; GOV02/GOV04: 19 June governance correspondence; GOV03: 18 August invitation for 8 September. EVENT01: 2 June reminder for 5 June. STAFF01: Jenner’s 8 June invoice email; STAFF02/03: Wake engagement correspondence, 12 and 7 August. CLUB02: 17 July Nottingham event review. HEALTH01–03: June/August support correspondence. QA01: OTHM centre-review email, 6 July. Additional register: GOV05 (1 June appointment clarification), GOV06/07 (19/26 June chair correspondence), EVENT02 (24 April invitation), CLUB01 (10 April calendar), CLUB03/04 (20/25 August CIM), BIAS01 (7 June event-review incentive). [GOV01](#). [GOV03](#). [QA01](#).

Interpretation controls

Email evidence is based on returned message excerpts; attachments and full minutes were not independently examined. A June event email offered an incentive for positive social reviews. Such promotional testimony is illustrative, not an unbiased satisfaction sample. Healthcare uptake and clinical outcomes were not established. Public website pages reviewed in September corroborate the offer but are not a historical August snapshot.

Research that informs the improvement design

External studies guide KBC's choices; they are not estimates of the college's own impact.

R01 Feedback

Wisniewski, Zierer and Hattie (2020), The Power of Feedback Revisited, *Frontiers in Psychology*. Meta-analysis of 435 studies; pooled effect $d=.48$ with substantial variation. KBC application: specify a next action and examine the next attempt. [Read the study.](#)

R02 Workplace coaching

Jones, Woods and Guillaume (2016), The effectiveness of workplace coaching, *Journal of Occupational and Organizational Psychology*. Seventeen studies; corrected overall effect .36. KBC application: distinguish confidence, skill and subsequent action, rather than measuring meetings alone. [Read the study.](#)

R03 Transfer of training

Blume, Ford, Baldwin and Huang (2010), Transfer of Training, *Journal of Management*. Review of 89 studies highlights motivation, workplace support and measurement effects. KBC application: agree an application task and seek an employer observation. [Read the study.](#)

R04 Inclusive design

Capp (2017), The effectiveness of universal design for learning, *International Journal of Inclusive Education*. A review of 18 pre/post studies informs multiple ways to access and engage with learning. KBC application: test accessible options locally. [Read the abstract.](#)

R05 Active learning

Freeman et al. (2014), PNAS: 225 undergraduate STEM studies; performance improvement of .47 standard deviations. The setting differs from KBC. Application: purposeful problems, explanation and peer critique. [Read the study.](#)

R06 and R07 Responsible AI

Kestin et al. (2025), *Scientific Reports*, studies a purpose-built AI tutor; Bastani et al. (2025), PNAS, shows why assisted performance and unaided learning must be separated. KBC application: pilot carefully and assess unaided retention. [Kestin · Bastani.](#)

R08 Benefits governance

Badawi (2016), *International Journal of Project Management*, examines project and benefits management practices. KBC application: an accountable benefit owner, baseline and reviewed outcome for every QIP action. [Read the paper.](#)

Official and professional references

Public sources establish the reporting framework, comparable market data and precisely scoped professional recognition.

F01-F03 Quality framework

Ofsted, Further education and skills inspection toolkit, June 2026 version 2.0, for use from September 2026; publication page updated 28 August. [Toolkit](#) · [Publication and updates](#).

B01-B04 Official starts

DfE/DWP, Apprenticeships 2025/26, release 16 July 2026. Analysis uses apps_u01_underlying_starts_202526_10, UKPRN 10093689 and four standard codes. SN10 covers August–April; SN14 is final full year. [Data and metadata](#).

B05 National achievement

Official 2024/25 achievement rates by standard, included in the July release. National QARs provide context only until a matched KBC cohort is established. [Programme QAR table](#).

E01 Independent monitoring

IBIS Consultancy Ltd monitoring visit, 8–9 May 2025: Reasonable progress in the three themes. This is a dated external baseline, not an Exceptional judgement. [Read the report](#).

P01-P03 Professional expertise

APMG's Stephen Jenner profile and author catalogue verify his professional roles and books. APM's Senior Managers' Guide to Project Controls credits Steve Wake as a reviewer, rather than sole author. [Jenner](#) · [Books](#) · [APM guide](#).

P04-P06 Recognition and healthcare

P04: APM lists KBC's Certified PMO Professional Level 6 recognised assessment; P05: APMG lists IBIS/KBC for defined training. P06: Benenden's terms describe a healthcare membership. [APM recognition](#) · [APMG](#) · [Benenden](#).

KBC published offer

Current pages support the forward-model description, with historical claims checked against dated records. [Charter](#) · [Employer showcase](#) · [Governance](#).

A college that makes professional growth possible

The next horizon is a learning experience whose quality is both deeply personal and consistently dependable.

Our next chapter is to make the strongest parts of KBC the everyday experience of every learner.

What KBC takes forward

Learners value their teachers and coaches. Employers describe practical application. Official data show a leading starts position in three specialist standards. Professional contributors, a developing governance model and a wider community give the college a strong foundation for the next stage.

The ambition for August 2027

Every learner should understand the journey, know how to get help and be able to explain what they can do better because of their learning. Every employer should see a purposeful connection between study and work. Every programme should have credible evidence of progress, assessment and the opportunities that follow.

The discipline behind the ambition

The QIP concentrates on a small set of essential improvements, gives them accountable owners and asks whether the benefit lasts. Technology will support that discipline; professional expertise will enrich it; learner and employer voice will test whether it is working. The college will protect its strongest relationships while making the supporting systems more reliable.

A useful contribution to the sector

KBC can become a role model by sharing methods that are clear enough to replicate and evidence strong enough to challenge. Evaluated cases, accessible learning designs, benefits-led governance and honest programme comparisons can help others improve. Leadership then means more than scale: it means making professional education more effective for the people who depend on it.