KENT BUSINESS COLLEGE

COLLEGE OF MARKETING

Marketing Executive

LEVEL 4 APPRENTICESHIP

CIM Level 4 Certificate in
Professional and Digital Marketing

Develop the insight, creativity and confidence to deliver purposeful marketing, with a route towards the CIM Level 4 Certificate in Professional & Digital Marketing.

PROGRAMME BOOK / 2026

A GUIDE TO YOUR CATALOGUE

Contents

Explore the programme, picture how it could fit your working life, and return to the questions that matter to you. Select a section below to move through the catalogue.

Your ideas have a place here....7
Professional learning and recognition....8
01 Your next chapter....9
Marketing with people in mind....10
The college and its purpose....11
Marketing Executive Level 4....12
02 Ideas into practice....14
The Level 4 curriculum....15
Marketing Impact....16
Planning Integrated Campaigns....17
Social Media Marketing....19
MarTech....20
03 Work that shows your growth....22
The campaign studio....23

A GUIDE TO YOUR CATALOGUE

Contents continued

Level 4 capability map....24
From learning to professional evidence....25
Learning through conversation....27
04 Ready to demonstrate your capability....28
Level 4 end-point assessment....29
Your CIM qualification route....30
05 People, time and belonging....32
People and support around your learning....33
The learner and employer partnership....34
A learning rhythm you can plan around....36
Making learning fit your working life....37
Recognise the work you have put in....39
06 A clear next step....40

A GUIDE TO YOUR CATALOGUE

Contents continued

Understanding the funding routes....41
Funding and the cost conversation....42
Choose your next step....44
07 Understanding people before planning activity....46
Find the problem behind the brief....47
Listen without leading the answer....48
Build an audience profile that changes a decision....49
Check whether the offer keeps its promise....50
Write a brief that another person can use....51
Connect the campaign from first interest to arrival....52
08 The campaign delivery workshop....53
Create content around a useful customer question....54
Choose a channel you can support properly....55

A GUIDE TO YOUR CATALOGUE

Contents continued

Respond to criticism with care and boundaries....56
Make quality checks part of production....57
Manage a small budget without losing the purpose....58
Test a technology improvement on a small scale....59
09 Evidence, improvement and professional confidence....61
Agree what the numbers mean before reporting them....62
Design a fair comparison....63
Interpret a result without claiming too much....64
Turn a disappointing campaign into useful learning....65
Coordinate confidently when priorities change....66
Build a professional story from your own contribution....67
Sources and further reading....69
Sources and further reading continued....70

A GUIDE TO YOUR CATALOGUE

Contents continued

Sources and further reading continued....71
Sources and further reading continued....72
Sources and further reading continued....73
Sources and further reading continued....74
Sources and further reading continued....75
Sources and further reading continued....76
Sources and further reading continued....77
Learner voices....78
Learner voices continued....80
Employers in this programme....81
Employers in this programme continued....82
Employers in this programme continued....83
Your next step....84

Programme enquiries · office@kentbusinesscollege.org

LIFE AT KENT BUSINESS COLLEGE

Your ideas have a place here

College community in London · June 2026

A useful learning conversation begins with something real: a decision you are weighing, an assumption you want to test, or a task that did not go as expected. Bring that experience into your study. It gives the ideas a context and makes the discussion worth having.

You will arrive with strengths as well as questions. Other people will notice things you have missed, and you will do the same for them. Listening carefully, explaining your thinking and being willing to revise it are part of becoming more confident in your work.

PROFESSIONAL DEVELOPMENT

Professional learning and recognition

Kent Business College connects occupational learning with the Chartered Institute of Marketing. The college is a CIM Accredited Apprenticeship Provider. Your route brings professional marketing study together with the opportunities, coaching and independent assessment of an apprenticeship.

The apprenticeship and the CIM qualification are distinct achievements. The learning plan explains the required modules, any permitted exemptions, assessment entries and the fees included in your offer. Professional membership and Chartered Marketer status follow separate CIM requirements.

PAUSE AND REFLECT

Which professional achievement would make the most useful difference to your work, and what would you need to demonstrate to earn it?

CHAPTER 01

Your next chapter

Every useful marketing decision begins with a person: someone weighing an offer, looking for reassurance or wondering whether an organisation understands them. Your own learning begins in much the same way, with questions about where you belong and what you could become. This programme gives those questions a practical direction. Bring the experience you already have, the curiosity to look again and a willingness to try. There is room here to develop your voice while contributing to work that matters.

PAUSE AND REFLECT

When did a customer's question last change how you approached your work?

YOUR COLLEGE. YOUR NEXT STEP.

Marketing with people in mind

A convincing campaign starts long before the first post appears. Someone must understand the customer, decide what matters commercially, organise the work and explain whether the result justified the investment. Kent Business College brings those decisions into a structured learning journey that connects professional study with the responsibilities of a real marketing role. This catalogue introduces the Marketing Executive Level 4 programme within the College of Marketing, combining occupational development with a clearly defined route towards a CIM qualification.

The right programme depends on the work you are ready to undertake. A marketing executive develops confidence in researching audiences, preparing communications and coordinating campaigns. You learn to take ownership of defined activity while understanding how it contributes to the wider plan. The level of judgement and accountability matters: a job title alone cannot establish that a programme is suitable, and previous study should help shape a meaningful development plan.

Throughout this catalogue, the module applications and project examples describe KBC's learning design. They show the kind of work that can connect the syllabus to your organisation; they are not additional requirements imposed by CIM or the independent apprenticeship assessor. Your individual training plan turns that design into an agreed timetable, supported by a tutor, skills coach and employer.

Use this catalogue to explore your next step towards confident campaign delivery. Notice the parts of the work that

feel familiar and the areas where you would welcome practice, feedback or greater responsibility. If you are planning development with your manager, bring those observations to the conversation. A useful programme should connect your professional ambition with genuine opportunities to learn and contribute within the organisation.

KENT BUSINESS COLLEGE

The college and its purpose

Professional education should change what you can do at work. Kent Business College brings academic ideas into the decisions, projects and conversations that shape organisations. Our programmes connect specialist teaching with practice, mentoring and employer partnership, so that knowledge becomes a capability you can explain, demonstrate and continue to develop.

Our vision. We aim to earn international recognition for education and consultancy that turns research into useful action, strengthens professional practice and supports sustainable growth. The ambition is a continuing learning community in which individuals and organisations develop together. [C3]

Our mission. We connect rigorous thinking with real organisational challenges. Through apprenticeships, vocational learning and professional development, we work with employers to build relevant skills and prepare people for greater responsibility. Research matters here because it helps learners question assumptions, assess evidence and choose proportionate action. [C3]

Our values in practice. Empowering Futures means helping people recognise their potential and develop the means to act

on it. Reducing Footprint means considering environmental consequences in how we learn and work. Strengthen Partnerships means involving employers and communities in meaningful development. Safeguarding and inclusiveness support all three: learners should be able to participate safely, respectfully and with appropriate support. [C1-C3]

The horse and the ibis. The horse connects the college with Kent and represents confidence, strength and forward movement. The ibis expresses the value of knowledge, careful thought and learning. Together they reflect the balance these programmes seek: the judgement to choose well and the capability to act. The college colours give each school a distinctive identity within that shared purpose.

THE PROGRAMME AT A GLANCE

Marketing Executive Level 4

Build the confidence to turn a marketing brief into coordinated activity with a clear purpose, a realistic budget and useful evidence of results. The Level 4 route is designed around the practical responsibilities of an executive who contributes to a wider marketing plan while taking ownership of defined campaigns, communications and delivery tasks.

KBC's planned learning period is 12 months, followed by the applicable assessment period. This is an individualised delivery plan: Skills England gives a typical on-programme duration of 15 months, while its narrative describes 15–21 months. Starting knowledge, role scope and the time available for genuine new learning must support the agreed schedule. The currently published minimum off-the-job training figure is 348 hours. [M1]

A suitable workplace gives you access to real customers or audience insight, marketing channels, colleagues and performance information. You do not need to control the organisation's entire budget. You do need opportunities to contribute to planning, coordinate work, monitor spending within your remit and evaluate what happened. The employer and coach agree how any gaps in opportunity will be addressed.

The accompanying CIM route provides a professional framework for the same developing capability. Achievement is conditional on CIM's registration, exemption and assessment requirements; attending the apprenticeship alone does not automatically award the Certificate.

Programme feature	KBC route
Occupational award	Marketing Executive apprenticeship, Level 4; ST0596 v1.0
Professional qualification route	CIM Level 4 Certificate in Professional & Digital Marketing
Selected CIM study	Marketing Impact; Planning Integrated Campaigns; Social Media Marketing; MarTech
Credit value	50 CIM credits across the selected four modules
Learning model	Live teaching, guided study, workplace application and coaching

CHAPTER 02

Ideas into practice

A good idea becomes more valuable when somebody can carry it through. These modules invite you to connect curiosity with planning, creative choices with practical arrangements, and technology with the people who use it. Think of a campaign you would like to improve. As you read, notice which questions you can already answer and which deserve a conversation with a colleague. The aim is growing confidence: understanding why an approach makes sense and knowing how to take the next step.

PAUSE AND REFLECT

Which live campaign could help you connect these four areas of learning?

FOUR MODULES. ONE COHERENT PRACTICE.

The Level 4 curriculum

The curriculum follows a practical sequence: understand the market, plan connected activity, communicate through social channels and use technology to improve delivery. Each stage should improve a decision you make at work. The programme therefore connects concepts, calculations and creative choices to the same commercial context rather than treating every subject as an isolated examination topic.

The CIM Certificate is a 50-credit qualification. KBC's selected combination comprises Marketing Impact at 20 credits and three 10-credit modules: Planning Integrated Campaigns, Social Media Marketing and MarTech. CIM offers other permitted combinations, but these are the modules presented in KBC's orientation material. Any substitution must preserve a valid award combination and be agreed before registration. An Extended Certificate requires an additional module and is not included in this catalogue's standard route. [M7]

Credits describe the size of the professional qualification. They do not replace the apprenticeship's required knowledge, skills and behaviours, and they are not a second claim for the same learning hours. Your coach helps you identify where a piece of new learning serves both purposes and how its workplace application can be evidenced honestly.

A useful thread might be a product launch, a recruitment campaign, a community engagement initiative or a customer retention challenge. First you explain the audience and business need. You then plan the communications, produce and improve selected content, and evaluate the supporting technology. The teaching can use case examples when a new

concept is introduced, while occupational competence must be demonstrated through your own appropriate work.

By the end of the learning period, the aim is an executive who can explain the reasoning behind a campaign, coordinate its practical delivery and identify a better next decision from the evidence. That is a stronger professional story than a folder of disconnected tasks.

LEVEL 4 | 20 CIM CREDITS

Marketing Impact

This module establishes the conceptual foundations for practical marketing decisions: customers, organisational context, research, the marketing mix and tactical planning. CIM positions it as the mandatory foundation of the Level 4 qualification. KBC's learning application is a market opportunity brief built around a real product, service or audience challenge. [M8]

Understand the situation. Begin with a question your organisation needs to answer. Perhaps enquiries are rising but conversion is falling, or a successful offer is reaching the wrong audience. Separate the symptoms from the decision. Identify what is already known, what is assumed and what additional information would genuinely change the action you recommend. A short, purposeful research brief is more useful than collecting large amounts of data without a decision in mind.

Make a reasoned recommendation. Compare relevant audience segments and explain how the offer creates value for each. Consider the relationship between price, access, communications and the actual customer experience. Test whether the organisation can deliver the promise being made.

Discuss the alternatives you rejected as well as the option you selected; this makes your judgement visible to a colleague, employer or assessor.

Apply and evidence the learning. Your learning output is an opportunity brief containing an audience profile, a concise review of the current position, a justified objective and an outline marketing mix. Supporting evidence might include approved research, a manager's comments and a revised version showing how you responded. The work should make your contribution clear while protecting personal and commercially sensitive information.

The teaching can use short cases and diagnostic questions to test understanding before you apply the ideas. A satisfactory workplace brief is one that helps somebody make a better decision. It does not become strong simply because it contains numerous models. CIM assessment or exemption requirements are explained separately in the qualification section.

PAUSE AND REFLECT

Think of the last enquiry your team received. What did the person need to understand or feel confident about? Write one question that would help you check your interpretation before changing the campaign.

LEVEL 4 | 10 CIM CREDITS

Planning Integrated Campaigns

An integrated campaign gives the audience a coherent experience across the places where they encounter an organisation. This module develops campaign planning across digital and traditional channels, the contribution of

content and the evaluation of results. KBC's learning application is a campaign plan that colleagues could actually deliver. [M5]

Connect the activity. Start with the intended audience response and work backwards. What must a person understand, believe or do at each stage? Decide what each channel contributes rather than repeating the same message everywhere. A short video may introduce a problem, a landing page may explain the offer and an event may enable a detailed conversation. The plan should explain these relationships and make the next step clear.

Make delivery realistic. Turn the concept into a schedule with responsibilities, approvals and dependencies. Include the time needed for design, accessibility checks, data preparation and internal review. Agree what happens when a supplier is late or a stakeholder changes the brief. A good campaign plan protects essential quality while allowing sensible adjustment as evidence emerges.

Measure the question that matters. Select a small set of measures linked to the objective. Explain the baseline, the data source, the reporting interval and who will act on the result. Treat reach and engagement as useful signals when relevant, while examining whether they are connected to the commercial or service outcome you intended.

Your learning output combines a campaign brief, channel rationale, content schedule and evaluation plan. A tutor may challenge the consistency of the argument; a manager can test whether the resources are realistic. Capture the resulting changes. The purpose is to develop planning discipline alongside creativity, so that the work remains understandable and manageable when several people become involved.

PAUSE AND REFLECT

Choose one point where a customer moves between channels. What might leave them uncertain? Sketch a small change to the message, timing or handover, then ask a colleague whether it would help.

LEVEL 4 | 10 CIM CREDITS

Social Media Marketing

Social media practice requires decisions about audience, content, participation and measurement. CIM's module includes the role of social media in organisations, channel choices, content planning and the evaluation of activity. KBC's learning application is a focused social campaign with a defined audience and a clear reason for using the selected platforms. [M9]

Choose with purpose. Resist the pressure to be present everywhere. Compare the customer's habits with the type of interaction the organisation can support. A professional services firm may need credible explanations and useful conversations; a retailer may need product discovery and a simple route to purchase. The appropriate choice depends on the audience and the offer, not on which platform attracts the loudest attention in the office.

Create a usable editorial plan. Develop a small set of themes, an appropriate tone and a schedule that the team can sustain. Prepare a clear brief for each asset, including its audience, intended response and approval requirements. Make accessibility part of production by considering captions, descriptive text, legible graphics and language that people can understand quickly.

Manage the conversation. Plan how the organisation will respond to enquiries, criticism and questions it cannot answer immediately. Distinguish a routine service issue from a concern requiring specialist support. Review content for misleading claims, inappropriate disclosure and unnecessary barriers to participation before it is released. Human review remains essential when automated tools help produce or schedule material.

The learning output is a channel rationale, a short content calendar, representative assets and an evaluation note. Discuss what changed after feedback and what you would test next. A successful learning project can include an idea that underperformed, provided the evidence is credible and the reflection demonstrates better judgement for future work.

PAUSE AND REFLECT

Look at a recent content calendar. Which customer's question is represented well, and whose experience is harder to see? Identify one useful conversation before adding another post.

LEVEL 4 | 10 CIM CREDITS

MarTech

Marketing technology should make an appropriate task easier to deliver, measure or improve. CIM's MarTech module introduces the use of technology, including AI, across marketing activity and customer relationships. KBC's learning application is a small, controlled improvement to a workflow the organisation already understands. [M5]

Map the process before selecting a tool. Follow an enquiry from its first contact to the next useful action. Identify what information is needed, who owns it, where it is transferred

and how errors are detected. This often reveals that an unclear process, rather than a missing application, is the real problem. Define the improvement in terms a colleague can recognise: fewer duplicate records, more reliable follow-up or a clearer performance report.

Test in a bounded way. Specify the permitted data, access arrangements and human approval points. If AI is used to propose copy, classifications or summaries, compare the output with an appropriate reference and record the corrections. Do not place confidential customer information in an unapproved service. A useful test can use anonymised or synthetic data and still demonstrate your understanding of the process.

Evaluate the whole result. Consider the time saved alongside the time spent checking, maintaining and correcting the system. A faster process is not necessarily better if it produces unreliable records or confusing communications. Explain what would trigger a pause, a revision or a decision not to proceed.

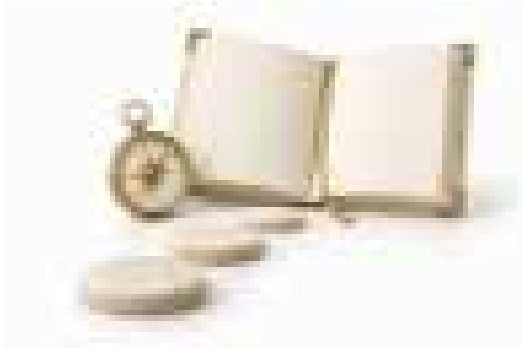
Your learning output is a process map, a short requirements brief, a documented trial and a recommendation. It should show how the chosen technology supports marketing objectives and how people retain responsibility for the result. The exercise develops confidence to work constructively with technical colleagues and suppliers without assuming that every executive must become a software developer.

PAUSE AND REFLECT

Choose a task supported by technology. Where does somebody check quality, correct an error or decide what happens next? Describe one improvement that would make that responsibility clearer.

CHAPTER 03

Work that shows your growth



Progress is often easiest to recognise when you look back at a decision you would now make differently. Perhaps you asked a better question, listened more carefully or changed a plan after useful feedback. Those moments deserve attention. The workplace activities in this chapter help you recognise your contribution and make your learning visible. You do not need a perfect campaign to have something worthwhile to discuss. You need honest evidence, thoughtful explanation and the courage to keep developing professionally.

PAUSE AND REFLECT

Which recent revision best shows how your judgement has developed?

LEVEL 4 | APPLIED LEARNING

The campaign studio

The campaign studio is KBC's way of connecting the four modules with the wider occupational standard. It is an applied learning sequence rather than an additional CIM module or a separately credited award. Its purpose is to help you practise the full journey from a business question to a defensible improvement recommendation.

Consider a fictional organisation whose events attract strong registrations but disappointing attendance. The executive begins by checking the quality of the available evidence and speaking with the people who manage enquiries. The audience may be unclear about the value of the event, the reminder process may be inconsistent, or practical arrangements may be discouraging participation. Each explanation suggests a different response, so the first task is diagnosis.

The learner then develops an integrated campaign with an agreed objective and modest delivery scope. They prepare a brief, coordinate internal approvals, work with a supplier where appropriate and monitor spending within their responsibility. They keep selected versions of the work to show how customer insight and stakeholder feedback changed the decision. When the activity ends, they compare the evidence with the original question.

A strong review distinguishes outcomes that can reasonably be attributed to the activity from changes that may have other explanations. It also identifies an improvement the organisation could adopt without exaggerating the result. The exercise is valuable even when attendance does not rise: the

learner can demonstrate sound execution, an honest evaluation and a better understanding of what to test next.

Your own workplace application will be agreed with the employer and coach. On-programme projects prepare you for professional practice; the final EPA project must meet the separate timing, approval and assessment rules that apply after gateway.

OFFICIAL KSB COVERAGE | ST0596

Level 4 capability map

Knowledge explains a decision; skills show that you can carry it out; behaviours describe how you work with customers, colleagues and competing priorities. This concise map covers all 11 knowledge, 14 skill and eight behaviour codes in the current occupational framework. Labels are abbreviated; the approved standard and assessment plan remain authoritative. [M2]

Use the map to identify the kinds of opportunity you need at work. A campaign may provide evidence for several areas, but the connection must be explained. A screenshot of a dashboard proves that a dashboard exists; it does not, on its own, prove that you selected suitable measures or used the findings to improve a decision. Your explanation and corroborating workplace evidence make that contribution visible.

At each review, choose a small number of gaps and agree the next practical opportunity. This is more useful than assigning every code to every activity. The following clusters are a navigation aid, not an official allocation of EPA marks or a replacement for the assessor's detailed mapping.

Official codes	Capability cluster
K1–K3	Marketing foundations, brand and relationships
K4–K7	Business context, objectives, customer decisions and compliance
K8–K11	Research, offers, routes and communications
S1–S4	Channels, campaigns, materials and communication
S5–S9	Collaboration, delivery, coordination, stakeholders and budgets
S10–S12	Analysis, evaluation and improvement
S13–S14	Business systems and marketing technology
B1–B2	Persistence, initiative and adaptability
B3–B5	Creativity, solutions and learning
B6–B8	Professionalism, collaboration and ethics

YOUR DEVELOPMENT PORTFOLIO

From learning to professional evidence

A useful portfolio tells the story of development. It shows what you learned, where you applied it and how your judgement improved. It should be organised so that another person can understand your contribution without reading every email or opening every file produced during the programme.

Begin each evidence item with a short explanation of the context and the decision involved. Identify the knowledge or skill you were developing, describe your action and point to the part of the evidence that supports the claim. Finish with a

reasoned reflection: what changed, what the result suggests and what you would improve. Where several people contributed, make the boundaries of your own work explicit.

Keep selected drafts when they show something important. A revised research brief can demonstrate that you responded to feedback. A changed campaign schedule can show how you managed a dependency. A corrected investment model can demonstrate that you recognised an assumption and improved the analysis. The final version alone may hide the learning that makes the example valuable.

The portfolio is also a working conversation with your coach and employer. Use reviews to identify missing opportunities early. If you have strong communications evidence but little access to budgets or evaluation, agree a realistic assignment rather than waiting until the end. Progress should be judged through both the quality of the work and the breadth of capability demonstrated.

This developmental record supports readiness; it does not replace an EPA submission or automatically become an assessed portfolio. Follow the requirements of the relevant plan and assessor. Keep customer information, staff details and commercially sensitive material within agreed arrangements, using redaction or anonymisation where appropriate.

PAUSE AND REFLECT

Find a draft you changed after feedback. What did you notice, what did you alter and why was the result more useful? Keep the learning reflection separate from any formal submission requirements.

THE VALUE OF A CONVERSATION

Learning through conversation

College community in London · June 2026

A concept often becomes clearer when you have to explain it to someone else. Try describing the choice you face, the evidence behind it and what remains uncertain. Invite a question before you rush to defend an answer.

Use teaching, coaching and workplace conversations to make those connections. Keep a brief note of the idea that changed your thinking, the action you will try and how you will judge whether it helped. That small habit can make learning easier to carry back into a busy working week.

CHAPTER 04

Ready to demonstrate your capability

Being assessed can feel different from doing work you know well. Familiar ideas may become harder to explain when the audience is new or the question arrives unexpectedly. Preparation gives you space to practise that conversation. Begin with a piece of work you understand, explain the choices you made and invite someone to ask why. Confidence grows through that steady process. This chapter sets out the separate assessment routes so that you can prepare with clear expectations and appropriate support.

PAUSE AND REFLECT

Could you explain a campaign decision clearly to someone outside your team?

DEMONSTRATING OCCUPATIONAL COMPETENCE

Level 4 end-point assessment

Under the currently published ST0596/AP/01 plan, assessment follows employer confirmation of readiness and approval of the proposed project. The EPA normally occupies up to five months. Its three methods are shown below. The workplace project is undertaken during the EPA period; it must address a real business need. The report has a 3,500-word target, with a 10% tolerance, and eight to ten supporting evidence items. The project and report are completed within four months after gateway. [M3]

All methods must be passed. The overall grades are fail, pass, merit and distinction; distinction requires distinction in all three methods. The knowledge test and the report's fundamental pass criteria control progression to later assessment stages. Confirm the applicable version and the assessor's current instructions when your assessment is booked. [M3]

Prepare through practice. Build a habit of explaining the objective, the options considered, the action you personally took and the evidence behind your conclusion. Rehearse clear answers to unfamiliar questions rather than memorising a script. A colleague should be able to follow your reasoning without needing to know your organisation's internal terminology.

The final project is your work. Coaching can support preparation and understanding of the requirements, but it must not turn into somebody else producing your assessment. Keep records of your contribution and obtain suitable employer confirmation. Raise requests for reasonable

adjustments early so that the assessment organisation can consider the support needed.

Assessment method	Published format
Knowledge test	50 single-answer questions; 90 minutes; closed book
Project showcase	Written report, 10-minute presentation and 20-minute questions
Professional discussion	50-minute discussion with an independent assessor

CREDITS, EXEMPTIONS AND ASSESSMENTS

Your CIM qualification route

The apprenticeship and the CIM qualification have separate completion requirements. CIM's published exemption route offers Marketing Executive completers exemptions from Marketing Impact and Planning Integrated Campaigns at Level 4. Eligibility and the claim must be confirmed with CIM. An exemption from assessment does not remove occupational learning that you still need. [M15]

For KBC's selected Level 4 combination, the remaining specialist assessments are Social Media Marketing and MarTech. Membership, assessment bookings and exemption evidence need to be organised as part of your individual qualification plan. Your tutor can help you connect preparation for these modules with the marketing decisions you are practising at work. [M15]

The current published specifications use onscreen multiple-choice assessment for these specialist modules, normally 45 questions in 90 minutes. Without exemption, Marketing

Impact uses 70 questions in 120 minutes, and Planning Integrated Campaigns uses 45 questions in 90 minutes. Confirm current booking arrangements before paying or registering. [M16]

Prepare for the qualification by connecting concepts to realistic decisions and explaining why an answer is more appropriate than its alternatives. Practice questions are useful when they reveal the limits of your understanding. They are less useful when you remember an answer without understanding its reasoning.

The award title should be used accurately on your CV and professional profile only once it has been achieved. Completing a CIM qualification does not automatically confer Chartered Marketer status. Discuss membership and any further professional recognition directly with CIM.

CHAPTER 05

People, time and belonging

Learning has to find a place within a real life. Work can become busy, confidence can fluctuate and responsibilities outside the office do not disappear when a programme begins. A sustainable plan recognises those realities. The people around you can help turn a demanding week into a manageable next step, especially when conversations happen early. This chapter introduces the support, shared commitments and study rhythm that make participation possible. You are encouraged to ask questions and help shape your learning.

PAUSE AND REFLECT

Which part of your working week needs a conversation before learning begins?

THE KBC EXPERIENCE

People and support around your learning

A demanding programme is easier to sustain when you know who to approach. Tutors explain the subject and give feedback on learning. Coaches help apprentices connect study to their role, review evidence and agree achievable next steps. Your line manager creates opportunities to practise. The college office can direct questions about enrolment, funding, learning access and support to the appropriate team. [C1-C2]

Discuss barriers early. You do not need a diagnosis to ask for help with reading, concentration, technology, language, participation, physical access or assessment preparation. Explain what is difficult in the learning task and what has helped before. KBC can discuss accessible formats, tutoring, one-to-one support and appropriate adjustments, then review whether they are helping. External assessment bodies make their own adjustment decisions under their published arrangements. [C1]

English and maths. Learners aged 16–18 at the start must meet the applicable English and maths achievement requirements unless they hold accepted equivalents. For those aged 19 or over at the start, funded study can be agreed with the employer where needed. Initial assessment confirms the evidence and any separate mandatory qualification requirements. [C8]

Keep learning sustainable. Agree realistic time with your manager, protect recovery time and raise competing demands before they become missed submissions. The public charter describes optional Benenden Health support under its

membership terms, professional communities, workshops and graduation arrangements. The written offer confirms the particular benefits, availability and conditions for your intake; the catalogue does not add a separate cash entitlement. [C1]

A safe professional community. Respectful discussion, inclusion and responsible online behaviour are part of learning. Raise concerns about bullying, harassment, discrimination, exploitation or unsafe behaviour with your coach or the safeguarding team. Contact safeguarding@kentbusinesscollege.com or call 01622 958955 and ask for safeguarding. In immediate danger, call 999. Only share personal information where it is needed to obtain support or protect someone. [C1]

Your voice matters. Use teaching sessions, coaching and learner feedback to explain what is working and what needs attention. If a concern remains unresolved, use the published complaints process. A complaint about delivery, an appeal against an assessment decision and an employment issue may follow different routes; the college can help you find the correct one.

CHARTER COMMITMENTS

The learner and employer partnership

An apprenticeship develops capability through three active partners: the learner, the employer and the college. Before enrolment, agree the job role, new learning required, protected time, workplace opportunities and the person who will support the learner. The signed training plan and agreements translate those commitments into an individual arrangement. The public charters explain the partnership;

reading a catalogue does not sign a contract or establish funding eligibility. [C1-C2]

The strongest workplace opportunities are purposeful and proportionate. A learner may investigate a campaign, improve a forecast, prepare a business case or recommend a governance change. The manager helps set boundaries and obtain access. The learner records their own contribution, explains decisions and reflects on what the experience taught them. The tutor and coach help connect this work to the programme outcomes.

Partner	Core commitments
The learner	Participate; ask questions; complete authentic work; keep accurate learning records; prepare for coaching; protect confidential information.
The employer	Provide a suitable role and named manager; protect paid training time; arrange appropriate practice and evidence; attend reviews; report changes promptly.
Kent Business College	Assess starting points; agree a coherent plan; teach and support; provide feedback; review progress; explain assessment and costs; respond to concerns.

Tell the college promptly about changes in employment, working hours, duties, extended absence or support needs. These may require an adjusted plan or formal compliance review. Do not silently replace planned training with routine work. Employers should help learners access and understand evidence, while leaving the learner responsible for the assessed work. [C2]

Use authorised, anonymised or redacted workplace examples. Avoid uploading client information or personal data to public AI tools. Learning reflections and formal assessment evidence

have different purposes; where an assessment plan excludes reflective accounts from the portfolio, keep those records separate.

DELIVERY AND PARTICIPATION

A learning rhythm you can plan around

KBC combines teaching, guided study, workplace application and regular coaching. The public charter describes three teaching semesters per year, beginning in October, February and June, with soft-start preparation in the preceding month. Each semester contains 14 classes and one reading week. The individual offer and cohort timetable confirm actual dates, holidays and the sequence for your programme. [C1]

Frequency	Charter study rhythm
Teaching week	Two-hour interactive class, supported by recordings and agreed catch-up arrangements.
Each week	Two to three hours of guided materials, preparation and learning activities.
Each month	Approximately seven hours for an applied assignment and learning record, plus a one-hour coaching conversation.
Every ten weeks	A one-hour progress review involving the learner, coach and line manager.
Additional planned learning	Occupational practice and workshops required to meet the individual plan and applicable training minimum.

A reliable monthly routine. Submit the learning record and assignment by the 20th, or the next working day when it is not a working day. Bring a concise progress presentation to

coaching, normally scheduled between the 20th and the 5th of the following month. Book coaching and reviews ahead and ask early if a deadline becomes difficult. [C1]

Attendance and supported flexibility. The live attendance route uses KBC's 85% target, with agreed absence and adjustment arrangements. An agreed flexible route uses recordings and directed learning with continuing tutor contact, coaching and reviews. Both require active participation and the full programme outcomes. [C1]

Study workload is not the same as eligible off-the-job training. Only qualifying new occupational learning counts. Routine duties, administration, reviews and examinations do not automatically count; record actual eligible time and avoid double counting. Your standard, start date and assessed prior learning determine the required plan. [C1,C5]

TIME, SUPPORT AND SHARED RESPONSIBILITY

Making learning fit your working life

KBC's current learner charter describes two hours of live teaching in each teaching week, two to three hours of weekly study, approximately seven hours for the monthly assignment, monthly one-hour coaching and a one-hour employer review every ten weeks. Your individual training plan adds any further occupational learning needed to meet the programme requirements. This rhythm does not authorise recording hours without evidence: the learning must be genuine, relevant and recorded accurately. [M18]

Protect the live session in the diary and prepare one question from the week's material. Use guided study to understand the

concept before applying it to a workplace decision. Then record the learning while the details are fresh. A short, well-evidenced reflection completed regularly is more useful than trying to reconstruct several months of development shortly before a review.

Employers can help by selecting work that fits the learner's stage of development. Early tasks should have a clear scope and accessible feedback. Later tasks can involve more ambiguity, a wider range of stakeholders and greater responsibility for recommendations. The aim is a progression in challenge, supported by an honest conversation about workload.

The planned 12-month Level 4 learning period can be organised around foundations, integrated delivery, specialist practice and readiness. Your own timetable must reflect the required learning hours, the opportunities in your role and the evidence needed to establish readiness. The individual plan makes those commitments visible and can be reviewed when circumstances change.

Tell your coach promptly if work, health or personal circumstances affect participation. Agree a practical adjustment to the plan and record the next action. Recording a missed session or discussing support is the beginning of a solution, not a reason to conceal a difficulty.

PAUSE AND REFLECT

Look at next week's diary with your manager. Where can you protect a realistic learning period? Agree one practical adjustment now, and one person you will contact if the plan becomes difficult.

YOUR DEVELOPMENT

Recognise the work you have put in

College community in London · June 2026

Progress is not always dramatic. Sometimes it is a more precise question, a clearer recommendation, an honest account of what you do not yet know, or the confidence to ask for support before a difficulty grows.

Look back at the work you brought into the programme. What can you now explain, improve or approach more thoughtfully? Keep the evidence of that change. It can help you recognise your development and decide what you want to learn next.

CHAPTER 06

A clear next step

Choosing a programme is also choosing how to invest your time, attention and professional ambition. You deserve a clear understanding of the learning, the costs and the support before you begin. Bring your questions into the conversation, including the practical ones that can feel difficult to raise. The right next step should make sense for your work and for you. These pages help you prepare that discussion and leave with an offer you can understand, compare and consider with confidence.

PAUSE AND REFLECT

What must your written offer make clear for you to feel ready to begin?

COSTS AND WRITTEN AWARDS

Understanding the funding routes

Three different funding concepts appear in KBC programme offers. Government apprenticeship funding supports eligible training and assessment within the approved funding band. KBC or IPC support may fund additional professional development and agreed learner benefits. A separately approved bursary for a commercial programme has its own price, award and balance. These amounts must not be counted twice or treated as interchangeable. [C2,C7]

The government policy for new starts from 1 August 2026 distinguishes the employer's levy position and the apprentice's age at the start of training. The summary below applies within the funding band and remains subject to eligibility. The current policy is administered through the Department for Work and Pensions; older KBC material refers to the Department for Education. [C4-C5]

Position at the applicable start	Funding treatment
Levy account with sufficient funds	Eligible training and assessment are paid through the apprenticeship service account.
Eligible learner aged 16 to 24; non-levy employer or levy account with insufficient funds	Government funds eligible training and assessment within the band; no employer co-investment.
Learner aged 25 or over; non-levy employer	Normally 95% government support and 5% employer co-investment.

Position at the applicable start	Funding treatment
Learner aged 25 or over; levy account with insufficient funds	Normally 75% government support and 25% employer co-investment.

An apprentice is not charged eligible apprenticeship training or assessment costs. Employers remain responsible for wages and any agreed costs outside funding limits. Earlier starters follow their applicable rules. The written agreement confirms the negotiated price, funding source and contribution. [C4-C5]

Professional memberships, optional examinations, travel, workshops and bursaries require the scope and conditions in the written offer. Confirm included attempts, resits, membership periods and additional charges before agreeing. A KBC or IPC award is not an automatic entitlement, a cash payment to the learner or a guarantee of professional-body recognition. [C1-C2]

CLEAR BEFORE YOU COMMIT

Funding and the cost conversation

The published maximum apprenticeship funding band for Marketing Executive is £6,000. This is a limit for eligible training and assessment, not a cash award to the learner or an automatic price for every agreement. The negotiated price and applicable funding route must be recorded before enrolment. [M1]

KBC's own enhancement support should be shown separately from government apprenticeship funding. The marketing programme orientation describes a KBC bursary equivalent to £500 per learner for specified extras, subject to availability and

conditions. It lists CIM-related costs and certain wider participation costs. The precise benefits, limits and approval must be stated in the learner's written offer rather than assumed from a general description. [M14]

When reviewing the offer, ask which tuition, membership and first-attempt assessments are included; whether exemption administration is covered; what happens if an assessment must be repeated; and whether optional travel or events require a personal contribution. Clear answers protect both the learner and employer from misunderstandings. Do not interpret an optional benefit as a deduction from the employer's statutory contribution or negotiated training price.

Any separate award from the Institute of Project Controls requires an explicit eligibility decision and written terms. It is not a general marketing entitlement. KBC's Strategy and Leadership Level 7 offer is also a separate programme with its own scholarship decision and award requirements. Discuss any additional professional study with your coach so that its costs and workload are understood alongside your main programme.

The admissions discussion should bring all costs into one readable statement, showing the payer, amount, purpose and any conditions. This allows the employer to consider the training investment and the learner to understand the opportunity without confusing a funded apprenticeship, a professional examination route and a discretionary college benefit.

QUESTIONS TO BRING TO YOUR ADMISSIONS CONVERSATION

Choose your next step

Does Level 4 fit my role? Discuss the decisions you make and the opportunities available at work. This programme develops ownership of defined marketing activity, including contributions to planning, communications, coordination and evaluation. If you already possess much of the required capability, the admissions team should explore whether substantial new learning remains and whether a different route would be more appropriate.

How will my previous experience be considered? The apprenticeship decision considers your role, starting point and development needs. CIM has its own entry requirements, including routes based on previous study or relevant professional practice. These should be checked alongside, rather than confused with, apprenticeship eligibility. Bring relevant qualifications and examples of work so that the discussion reflects what you can already do. [M5]

What will my employer need to provide? Meaningful work, access to suitable evidence, agreed training time and a manager who participates in the development conversation. A strong learning plan benefits the team as well as the individual: it can improve campaign discipline, strengthen the quality of recommendations and create a more consistent approach to customer evidence.

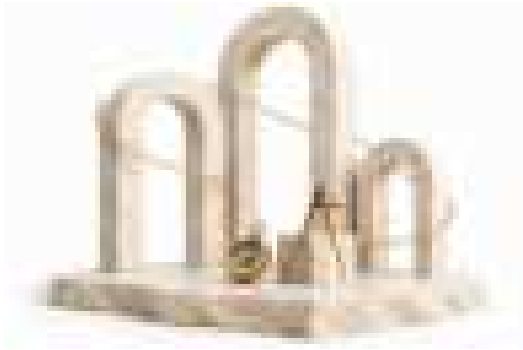
Does completion guarantee promotion? No. The programme develops capability and provides an opportunity to earn recognised qualifications. Career progression also depends on performance, experience, organisational opportunity and the requirements of the next role. Your final development review

should identify the responsibilities you are ready to seek and the learning that would support them.

Bring your current role description, examples of marketing work, relevant qualifications and one business challenge you would like to address. Ask for a written programme and funding offer, the expected timetable, the CIM award route and the support arrangements. That conversation should leave you able to explain why the programme is right for you and how it will work in practice.

CHAPTER 07

Understanding people before planning activity



Good execution begins with a useful question. These applied examples connect customer insight, the marketing mix and integrated campaign planning to decisions an executive can influence.

PAUSE AND REFLECT

Which assumption in your current brief would make the greatest difference if it proved wrong?

YOUR PROGRAMME

Find the problem behind the brief

Fictional workplace case: Green Lane Cycles asks its marketing executive to advertise a Saturday maintenance workshop. The manager says that the previous event attracted too few people and suggests a brighter poster. Before producing artwork, the executive checks the booking journey and speaks with the colleague who answered enquiries. Several callers wanted to know whether they needed to bring a bicycle, whether beginners were welcome and how long the workshop would last. The existing poster answered none of those questions. A more visible message could therefore send more people towards the same uncertainty.

The executive reframes the task as helping suitable customers understand the workshop and complete a booking. The recommendation combines clearer practical information with a small promotional campaign, while keeping the workshop itself within the manager's responsibility. This is a proportionate response to the available evidence: enquiry notes suggest a problem but do not establish how every potential attendee feels. The brief records what is known, what remains uncertain and what the team will monitor. The learning lies in showing how a business request became a customer question, and how that question changed the proposed activity before time and money were committed.

- Rewrite a recent request as a customer problem and a decision your organisation needs to make.
- Identify one assumption you could check before commissioning creative work.

YOUR PROGRAMME

Listen without leading the answer

Fictional workplace case: Green Lane Cycles wants to understand why some customers hesitate to attend its workshop. The executive prepares a short conversation guide for colleagues to use with willing customers. Instead of asking whether people would enjoy an excellent beginner session, the guide asks what they would need to know before deciding, what has made similar activities difficult and where they normally look for practical information. The questions leave room for an unexpected answer. A customer may care more about transport, confidence or caring responsibilities than the team expected.

The executive agrees the purpose, recording method and appropriate handling of responses before the conversations begin. Only information needed for the task is collected, and reporting uses anonymised themes rather than identifiable stories. The analysis separates a direct observation from the executive's interpretation. It also records whose views are missing: conversations with current shop visitors cannot represent everyone in the surrounding area. The resulting insight note may recommend clearer joining instructions and a more welcoming explanation of the session. Its credibility comes from the quality and limits of the listening, rather than a claim that a small informal exercise represents an entire market.

- Turn two leading questions into neutral questions that invite an unexpected response.
- State whose experience your proposed research would probably miss.

YOUR PROGRAMME

Build an audience profile that changes a decision

Fictional workplace case: the workshop team initially describes its audience as everyone who owns a bicycle. That description offers little help when choosing a message. The executive compares three possible needs: someone preparing for a daily commute, a parent maintaining family bicycles and an experienced rider seeking specialist advice. These are working hypotheses, not fixed identities. The workshop is designed to teach basic checks, so the first campaign concentrates on people who want to become more confident with everyday maintenance. The content explains the starting level clearly and avoids implying advanced technical training.

A useful audience profile records the person's likely task, unanswered questions, practical barriers and the evidence supporting those assumptions. It should affect the proposed action. If confidence is a barrier, the invitation can explain that beginners are welcome and describe what support is available. If timing matters, the page should make the start, finish and booking arrangements easy to find. The executive checks the profile with customer-facing colleagues and revises it when they challenge an assumption. This develops disciplined segmentation without reducing people to stereotypes or collecting personal details that the campaign does not need.

- For one audience group, identify a need that would change your message or channel choice.
- Remove any profile detail that has no clear relevance to the campaign decision.

YOUR PROGRAMME

Check whether the offer keeps its promise

Fictional workplace case: Green Lane Cycles considers promoting its session as a complete bicycle repair masterclass. The executive checks the claim with the mechanic delivering the workshop. The session covers basic checks, simple adjustments and when to seek specialist assistance; it cannot make every participant an independent repair expert. The team chooses a more precise description and includes a short explanation of what attendees will practise. The less dramatic claim makes the actual offer easier to understand and gives the mechanic a promise that can be delivered responsibly.

The executive then reviews the surrounding marketing mix. The advertised price, booking process, session length, location and supporting information should tell a consistent story about the value offered. A friendly social post cannot compensate for confusing booking instructions or an unexplained charge. Each issue is assigned to the person able to resolve it, with the executive coordinating the communication elements within their remit. The final brief records the agreed promise and the boundaries of the service. This gives subsequent creative work a dependable reference and demonstrates that practical marketing involves understanding the experience being sold as well as producing attractive messages.

- Compare one promotional claim with the experience the organisation can actually deliver.
- Identify who must approve the promise and which supporting details customers need.

YOUR PROGRAMME

Write a brief that another person can use

Fictional workplace case: a designer receives a request to make the workshop campaign look exciting. The executive replaces the vague instruction with a concise brief: the intended audience, the practical benefit, the action to take, the essential joining information and the approved wording. The designer also receives the required formats, a realistic deadline and the name of the person approving the work. Examples describe the desired tone without requiring another organisation's creative work to be copied. The brief leaves room for design judgement while making the communication problem explicit.

Before production begins, the executive checks the brief with the people responsible for bookings and delivery. They confirm that the advertised arrangements are achievable and identify information likely to change. The team agrees a first concept review before all formats are produced, reducing the cost of correcting a misunderstanding late in the schedule. Feedback refers to the agreed purpose: whether a beginner can understand the offer and find the next step. Personal preferences can still be discussed, but they do not replace that test. Keeping the first brief, the feedback and the final agreed version helps the learner explain how coordination improved the work.

- Give a colleague your brief and ask them to explain the task back in their own words.
- Agree which decision must be settled before production moves to the next stage.

YOUR PROGRAMME

Connect the campaign from first interest to arrival

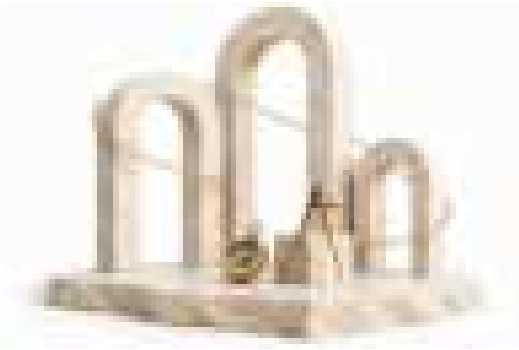
Fictional workplace case: Green Lane Cycles plans a social post, an email and an in-store invitation for its workshop. The executive gives each touchpoint a clear job. The social post introduces the benefit, the information page answers practical questions, and the booking confirmation explains what happens next. The in-store team uses the same approved description when speaking with customers. Consistency means a recognisable promise and accurate information; it does not require every channel to repeat an identical block of text regardless of its purpose.

The executive walks through the whole journey as a prospective attendee. Can someone move from interest to booking without searching for missing information? Does the confirmation arrive with the correct date, and does it explain how to ask a question? A simple schedule shows the dependencies between published information, colleague briefings and reminder messages. The team also agrees what to do if places fill or arrangements change. This is integrated planning at an achievable executive level: connected communication, clear ownership and attention to the person's next step. The evidence includes the journey checks and the corrections they prompted, rather than only a collection of finished channel assets.

- Assign one clear purpose to each touchpoint in a current campaign.
- Test the journey with a colleague who has not helped to create it.

CHAPTER 08

The campaign delivery workshop



A campaign becomes credible through the everyday work of briefing, producing, checking and coordinating. Explore how creativity and disciplined delivery support each other when resources are limited.

PAUSE AND REFLECT

Where does your delivery process rely on somebody remembering an unwritten rule?

YOUR PROGRAMME

Create content around a useful customer question

Fictional workplace case: Harbour Studio, a small design business, wants a month of social content but has limited production time. Its marketing executive reviews the questions that potential clients ask before requesting a quotation. Several concern how a project begins, what information the client should prepare and who approves the work. The executive proposes a short sequence explaining those issues through an introductory post, an annotated process graphic and a brief conversation with a designer. The content has a practical purpose beyond keeping the account visibly active.

Each item receives a small production brief covering the audience question, the intended response and the supporting evidence. Claims about timings or services are checked with the colleagues who deliver them. A single idea is adapted to suit different contexts: the longer explanation can support a website enquiry, while a shorter social post invites people to read it. The executive schedules enough time for captions, descriptive text and clear visual presentation. After publication, the review asks whether the material helped people understand the service and what further questions appeared. This approach builds a sustainable editorial practice around customer needs and available expertise, rather than an unrealistic demand for constant novelty.

- Select three genuine customer questions and connect each to a useful piece of content.

- Identify the colleague who can verify the most important claim in each item.

YOUR PROGRAMME

Choose a channel you can support properly

Fictional workplace case: Harbour Studio's manager asks the executive to open another social account because a competitor has one. The executive investigates the intended audience, the kind of content the channel would require and the team's ability to respond to enquiries. The existing account already receives questions that sometimes wait several days for an answer. A further channel may create an appearance of activity while stretching the same limited capacity. The recommendation therefore compares improving the current service with a small, time-limited trial of the proposed channel.

The trial plan states what would make the additional channel worthwhile, what resources it needs and which existing tasks would be affected. It also names the person responsible for replies and the process for handling a question outside the executive's knowledge. A channel is evaluated as a continuing relationship, not merely a place to upload assets. If the organisation cannot sustain the expected participation, postponing the launch can be a reasoned professional decision. The executive presents that judgement constructively, offering a workable next step and a review date. The resulting evidence shows practical resource awareness alongside an understanding of audience needs and communications objectives.

- Estimate the production and response work needed to sustain one proposed channel.
- State what evidence would justify continuing, changing or ending a bounded trial.

YOUR PROGRAMME

Respond to criticism with care and boundaries

Fictional workplace case: a customer comments publicly that Harbour Studio has ignored a message about delayed work. The executive can see the complaint but does not know the project history. An immediate defensive reply could disclose information or promise a remedy beyond their authority. Instead, the executive acknowledges the concern in a calm tone and directs the customer to the organisation's agreed private contact route. The relevant colleague receives the issue with enough context to investigate. The public response avoids asking the customer to reveal confidential project details in the thread.

A response guide should help the executive distinguish routine questions, service concerns and matters needing prompt specialist attention. It cannot anticipate every situation, so it also specifies who is available when judgement is uncertain. The executive records the handover and checks that responsibility has been accepted, rather than assuming that forwarding a message has resolved the problem. Later, the team can consider whether the original information or response process needs improvement. Learning evidence should protect the customer's identity while showing the reasoning behind the response. Professional confidence

includes knowing how to act promptly and respectfully while staying within the limits of your role.

- Draft a short response that acknowledges a concern without making an unverified promise.
- Identify the owner and escalation route for a question outside your authority.

YOUR PROGRAMME

Make quality checks part of production

Fictional workplace case: Harbour Studio prepares an event invitation with elegant but small text, an image containing the essential details and a booking button that says only click here. The executive asks a colleague unfamiliar with the event to use the invitation on a phone. The colleague struggles to identify the time and cannot tell where the button leads. The team improves the text size, includes key information as readable text and gives the button a clear purpose. The exercise reveals practical barriers that the production team had stopped noticing.

The executive introduces a short release check covering accuracy, legibility, alternative descriptions where needed, links, contact routes and approval. The checks are scheduled before the deadline rather than left as an optional final activity. A named person verifies any important service claim, while another follows the booking route from beginning to end. Checking cannot guarantee that every person will have the same experience, but it creates opportunities to detect avoidable problems and respond to feedback. Evidence of a corrected issue can be more useful for learning than an

apparently flawless final design, because it shows the executive noticing a barrier and improving participation through a concrete action.

- Ask an unfamiliar colleague to complete the intended task using one campaign asset.
- Add one meaningful accessibility or usability check to your production schedule.

YOUR PROGRAMME

Manage a small budget without losing the purpose

Fictional workplace case: an executive has an agreed campaign allowance of £1,200. Proposed design costs are £350, printing is £250 and paid promotion is £600. These illustrative amounts use the whole allowance before any additional work or correction. The executive checks what each quotation includes, whether the figures use a consistent tax basis and which costs are fixed. They also establish whether the team already has suitable creative assets. The purpose is to prepare an accurate comparison, not to claim that the cheapest supplier will necessarily produce the best outcome.

After discussion, the executive recommends reducing a lower-priority print quantity and retaining a modest contingency within the agreed total. The manager approves the revised allocation before any commitment is made. A simple tracker records the authorised budget, commitments, invoices and remaining balance, with changes explained as they occur. If a supplier requests extra payment for work outside the brief, the executive checks the scope and seeks approval through the organisation's process. This demonstrates responsibility

within a defined remit. The learning discussion should explain how resource choices protected the campaign objective and where an apparently small spending decision required clarification or escalation.

- Check whether two supplier quotations cover the same scope, revisions and cost basis.
- Explain the difference between money approved, money committed and money already invoiced.

YOUR PROGRAMME

Test a technology improvement on a small scale

Fictional workplace case: Harbour Studio stores enquiries in several places and sometimes sends duplicate follow-up messages. The executive maps the process before recommending another application. The map reveals that colleagues use different labels for the same stage and cannot see who owns the next action. The first improvement is a shared definition of enquiry status and responsibility. A bounded technology trial then tests whether an approved workflow can make those decisions visible, using synthetic records and a small set of agreed scenarios before any live customer information is introduced.

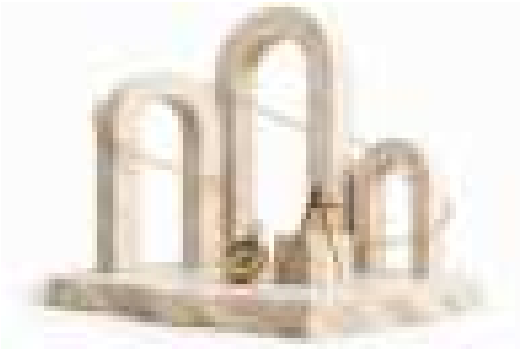
The trial includes ordinary and awkward examples: a repeated enquiry, missing contact information, an owner who is unavailable and a request that should not receive a promotional follow-up. Where an AI tool suggests a classification or draft response, a person checks it against the agreed rules. The executive records the time spent reviewing and correcting outputs as well as any time saved. They then

recommend whether to continue, change the process or stop. The resulting process map, test notes and decision show practical MarTech understanding. The value lies in improving a known task with appropriate responsibility, rather than demonstrating the largest possible collection of software features.

- Map one repeated task and identify the decision that is currently unclear.
- Create an awkward test case that could reveal a weakness in the proposed workflow.

CHAPTER 09

Evidence, improvement and professional confidence



Useful evidence helps the next decision. Practise interpreting results honestly, learning from imperfect activity and explaining your own contribution with confidence.

PAUSE AND REFLECT

What could you explain about your work that a finished campaign asset cannot show?

YOUR PROGRAMME

Agree what the numbers mean before reporting them

Fictional workplace case: a campaign dashboard shows 80 enquiries while the sales team's record shows 52. The executive initially worries that one system is wrong. On investigation, the dashboard counts every form submission, including repeats, while the sales record contains unique enquiries accepted for follow-up. Both figures may describe something real, but they answer different questions. The executive works with the record owners to agree which measure belongs in the campaign report and how duplicates and incomplete submissions will be handled consistently.

A short measurement dictionary records each metric's name, meaning, source, reporting period and known limitations. It also explains the action the measure is intended to inform. Reach might help evaluate exposure, while suitable enquiries can help assess the next stage of the campaign; neither automatically proves a completed sale. Where records cannot be reconciled, the report states the uncertainty rather than quietly choosing the more impressive number. The executive checks the same definitions at each reporting point so that comparisons remain meaningful. This practical discipline develops analytical confidence because colleagues can understand the figures, question them and use them without having to guess what the labels conceal.

- Write a precise definition and data source for three metrics in your current report.
- Identify one comparison that would be misleading if periods or definitions differed.

YOUR PROGRAMME

Design a fair comparison

Fictional workplace case: an executive wants to compare two email subject lines. The first message is sent to recent customers on a weekday morning; the second goes to an older contact group at the weekend. If the results differ, the subject line is only one possible explanation. Audience history and timing may also matter. Before the next comparison, the executive defines the question more carefully and agrees a practical method with the colleague responsible for the mailing system. The test keeps relevant conditions as comparable as the approved process allows.

The evaluation considers a measure connected to the intended action, such as useful visits or completed enquiries, alongside earlier signals. It records the group selection, timing, content differences and any delivery issue that could affect interpretation. A small difference in a limited trial may justify further learning without establishing a universal winner. The executive should be able to explain that boundary clearly when a manager asks which version is best. The evidence includes the test plan as well as the result, showing that the comparison was designed to answer a question rather than created afterwards to support a preferred creative choice.

- List the conditions that could explain a result besides the feature you intend to test.
- State the decision your comparison can support and one conclusion it cannot establish.

YOUR PROGRAMME

Interpret a result without claiming too much

Fictional workplace case: Green Lane Cycles runs its revised workshop campaign and receives more bookings than for the previous session. The executive is pleased but checks the context before attributing the whole change to the communications. The date is different, the weather forecast is more favourable and a local community group has independently mentioned the event. The campaign may have contributed, yet a simple before-and-after comparison cannot separate all those influences. The report explains the observed change and describes the evidence connecting specific touchpoints with enquiries.

The review then asks what the organisation can reasonably learn. Clearer joining information may have reduced repeated questions, and booking checks may have revealed fewer avoidable errors. Those observations can support keeping the improvements even when the exact contribution to attendance remains uncertain. The executive distinguishes recorded evidence, plausible explanation and unresolved question, then proposes a proportionate next test. This is commercially useful reporting because it gives the manager a basis for action without exaggerating causation. A learning portfolio can include a campaign with mixed results when the executive demonstrates sound delivery, careful interpretation and a specific improvement informed by what actually happened.

- Write separate sentences for an observed result, a possible explanation and a remaining uncertainty.

- Recommend one next action that remains sensible despite the uncertainty.

YOUR PROGRAMME

Turn a disappointing campaign into useful learning

Fictional workplace case: Harbour Studio publishes a carefully prepared content sequence, but few people complete the intended enquiry form. The executive begins the review by returning to the objective and the original assumptions. They check whether the content reached the intended audience, whether the next step was clear and whether the form worked properly. The team discovers that the form asks for a detailed project specification before potential clients have had an introductory conversation. The finding suggests a barrier worth investigating; it does not prove that every non-enquirer abandoned the process for that reason.

The executive proposes a simpler initial route and agrees how it will be evaluated without losing information needed by colleagues. Their reflection explains what they first believed, what evidence challenged that belief and how the proposed change responds. It also acknowledges any oversight in their own planning, such as testing the form technically without considering how it felt to a new customer. The account stays constructive and specific. A useful reflection does more than say that communication should improve: it identifies the question that will be asked earlier next time and the check that will become part of the delivery process.

- Describe one assumption that changed during a piece of work and the evidence that changed it.

- Name a practical adjustment you will make to the next brief or release check.

YOUR PROGRAMME

Coordinate confidently when priorities change

Fictional workplace case: two days before a campaign launch, the sales manager asks for a different offer while the designer has already completed the assets. The executive gathers the implications before replying. The change affects approved copy, the landing page, printed material and the customer service briefing. Some items can be updated quickly; others require more time or an additional cost. Rather than quietly absorbing the request and risking inconsistent information, the executive presents a clear choice between the original launch and a revised, coordinated schedule.

The manager responsible for the campaign decides the priority with the relevant colleagues. The executive records the agreed scope, actions, owners and revised approval points, then confirms that obsolete material will not be released accidentally. The conversation remains focused on the objective and practical consequences, rather than blame. In a learning discussion, the executive can explain how they prepared the options, where they needed authority and how they kept stakeholders informed. This demonstrates professional confidence within an executive role: recognising a dependency, making its consequences understandable and helping the authorised decision-maker choose a workable course when circumstances change.

- For a proposed late change, identify the affected assets, people, approvals and costs.

- Write a short options message that makes the required decision clear.

YOUR PROGRAMME

Build a professional story from your own contribution

A useful professional portfolio explains how you work, not only what the organisation published. Choose a small number of appropriate examples that show different responsibilities: an insight brief, a campaign schedule, a checked content asset, a workflow trial and an evaluation. For each, explain the context, your specific contribution, the judgement involved and what changed after feedback. Identify where colleagues supplied expertise or made the final decision. This gives a prospective manager or development reviewer a credible account of your capability while recognising the collaborative nature of marketing work.

Protect confidential information and obtain the organisation's agreement before sharing workplace material beyond its intended audience. An anonymised explanation or a carefully reconstructed example may communicate the learning without disclosing customer records or commercial details. Do not present a practice exercise as commissioned work or a team outcome as your sole achievement. Use the review to identify a next development opportunity, such as handling a defined supplier brief or explaining a report to stakeholders. Career progress is not guaranteed by collecting attractive assets; the stronger foundation is an honest account of decisions you can now make, responsibilities you can handle and areas where further support will help you develop.

- Select one example and distinguish your decisions from the contributions of other people.
- Agree a next workplace opportunity that builds on the capability the example demonstrates.

REFERENCE LIBRARY

Sources and further reading

M1 Skills England: Marketing Executive ST0596 v1.0

Official current delivery version, funding band, duration and 348-hour minimum; checked 13 September 2026.

skillsengland.education.gov.uk/apprenticeship-standards/st0596-v1-0

M2 Skills England occupational map: Marketing Executive

Official code list: K1–K11, S1–S14, B1–B8. Concise grouped paraphrase; use the official code numbering when mapping evidence.

occupational-maps.skillsengland.education.gov.uk/maps/occupation/OCC0596

M3 Marketing Executive end-point assessment plan ST0596/AP/01

Live plan linked from the current standard. Crown copyright; Open Government Licence applies, excluding logos.

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

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

M4 Skills England: Marketing Manager ST0612 v1.0

Official current delivery version, non-degree status, funding band, duration and 557-hour minimum.

skillsengland.education.gov.uk/apprenticeship-standards/st0612-v1-0

M5 CIM Level 4 Certificate in Professional & Digital Marketing

Exact current award title, general entry routes and brief module scope.

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

M6 CIM Level 6 Diploma in Professional & Digital Marketing

Exact current award title, general entry routes and brief module scope.

www.cim.co.uk/qualifications/diploma-in-professional-digital-marketing/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

M7 CIM Level 4 qualification planner

50-credit route and selected module credit values; 60-credit Extended Certificate is separate.

www.cim.co.uk/qualifications/certificate-in-professional-digital-marketing/level-4-qualification-planner/

M8 CIM Level 4 Award in Marketing Impact: module specification V2.0

Module foundation; catalogue application and project narrative are original KBC learning design.

www.cim.co.uk/media/bacj55zm/1-cim-level-4-award-in-marketing-impact-2024-module-specification-v20.pdf

M9 CIM Level 4 Award in Social Media Marketing: module specification V2.0

Module context; catalogue application and project narrative are original KBC learning design.

www.cim.co.uk/media/4pacmbk1/6-cim-level-4-award-in-social-media-marketing-2024-module-specification-v20.pdf

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

M10 CIM Level 6 Diploma and Extended Diploma: qualification specification V1.4

Qualification credits and assessment formats. Confirm the latest registration specification with CIM.

cim.co.uk/media/cjdjb00c/0-cim-level-6-diploma-_-extended-diploma-2024-qualification-specification-v14.pdf

M11 CIM Level 6 Award in Commercial Intelligence: module specification V2.0

Commercial module context; original applied investment exercise supplied in the catalogue.

www.cim.co.uk/media/1k1gubxk/3-cim-level-6-award-in-commercial-intelligence-2024-module-specification-v20.pdf

M12 Skills England occupational map: Marketing Manager

Official code list: K1–K14, S1–S19, B1–B9.

occupational-maps.skillsengland.education.gov.uk/maps/occupation/OCC0612

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

M13 Marketing Manager end-point assessment plan ST0612/AP/01

Live plan linked from current standard. Crown copyright; Open Government Licence applies, excluding logos.

skillsengland.education.gov.uk/media/1775/st0612_marketing_manager_l6_ap_for-publication-270418-pdf-publication.pdf

M14 KBC marketing programme orientation

KBC marketing programme orientation materials covering selected curriculum, weekly learning, monthly coaching, ten-week progress reviews and conditional bursary support.

M15 CIM apprenticeship exemption table, updated November 2024

Exemptions for completed Level 4 Marketing Executive and Level 6 Marketing Manager apprenticeships; subject to CIM confirmation.

www.cim.co.uk/media/12525/14a-exemptions-table-updated-nov-2024.pdf

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

M16 CIM Level 4 Certificate and Extended Certificate: qualification specification V2.0

Assessment format and duration; confirm current booking requirements.

www.cim.co.uk/media/3hrhhy3e/0-cim-level-4-certificate-extended-certificate-2024-qualification-specification-v20.pdf

M17 CIM apprenticeship assessment organisation

CIM as independent apprenticeship assessment organisation; separate from professional qualification awards.

www.cim.co.uk/partnerships/assessment-organisation/

M18 KBC Apprentice Charter and Learning Journey

Current public apprentice charter and learning journey retrieved on 13 September 2026; used for the study rhythm.

kentbusinesscollege.com/learners/apprentice-charter/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

C1 KBC learner charter and learning journey

KBC public charter, consulted in September 2026.

kentbusinesscollege.com/learners/apprentice-charter/

C2 KBC employer and line manager charter

Shared commitments and programme guide downloads.

kentbusinesscollege.com/employers/employer-charter/

C3 Kent Business College vision mission and values

Institutional identity, mission, vision and horse and ibis symbolism.

kentbusinesscollege.com/who-we-are/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

C4 Government apprenticeship funding policy

Updated 29 July 2026; new starts from 1 August 2026.

www.gov.uk/government/publications/apprenticeship-funding/apprenticeship-funding

C5 Funding rules for apprenticeships

Current start-date rules; responsibility moved to DWP on 1 April 2026.

www.gov.uk/government/collections/funding-rules-for-apprenticeships

C6 KBC programme enrolment

Programme selection and next steps; online reading is not contractual acceptance.

kentbusinesscollege.com/enrol/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

C7 Kent Business College programme and funding information

KBC programme information, including the seven-module Level 7 offer, tuition fees and discretionary scholarship terms.

C8 English and maths requirements in apprenticeships

Government guidance reviewed for this edition; age at training start, equivalent qualifications and employer agreement.

www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above/english-and-maths-requirements-in-apprenticeships-guidance

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

LEARNER EXPERIENCES

Learner voices

Learners describe their experience of teaching, support and professional development. Each quotation identifies the programme they were studying when they shared their feedback.

"I am currently studying on the Kent Business College level 4 Marketing Executive Programme. The course is extremely well structured and presented and the lecturers are engaging and personable. Thoroughly enjoying the content and all materials and assistance is easily accessible. Looking forward to completing the course and receiving my qualification. Thank you KBC for this wonderful opportunity."

Andrew Hurll

Marketing Executive Level 4 · August 2025

"I am currently enrolled in the CIM Marketing course at Kent Business College, and from the very beginning, I've been genuinely impressed by the entire experience. The onboarding process was smooth and welcoming, thanks to the excellent support from Alice and Amgad, who were incredibly helpful and informative. Weekly online lessons with my lecturer, Crispin Reed, have been a highlight of the course. Crispin brings a wealth of knowledge to every session and has a real talent for making each lesson engaging and relevant. His teaching style keeps you motivated and ensures complex concepts are easy to understand. I have learnt so Many new skills and concepts that I now use in my day to day role. Overall, the structure, support, and quality of teaching at Kent Business College have exceeded my expectations. I would highly recommend this course to anyone looking to further their marketing knowledge in a professional and supportive environment!"

Kate Bursac

CIM Level 4 · August 2025

LEARNER EXPERIENCES

Learner voices continued

Learners describe their experience of teaching, support and professional development. Each quotation identifies the programme they were studying when they shared their feedback.

"I'm really enjoying my Level 4 Marketing apprenticeship with Kent Business College. The lectures, 1:1 tutor support, and online learning platforms have all been so helpful, and the resources provided make it easy to stay on track. It's been a really positive experience that's helping me grow in my career."

Alicia Mouskovias

Marketing Executive Level 4 · August 2025

"I am enjoying my Level 4 Marketing Executive programme at Kent Business College - the tutors are knowledgeable and friendly, I am certainly enjoying the live sessions with quality slides and ability to replay the recordings afterwards. Their administrative staff are helpful. The additional quizzes we can utilise for learning make it fun and engaging too."

Inga Lightley

Marketing Executive Level 4 · August 2025

LEARNING THROUGH WORK

Employers in this programme

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

TECHSiL
Engineering & manufacturing

Switch2 Energy
Energy & utilities

Roche Products
Healthcare & care

University of Lincoln
Education & learning

Embrace Multi Academy Trust
Education & learning

Kings Court Trust
Finance & professional services

LEARNING THROUGH WORK

Employers in this programme continued

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

DPD

Transport & logistics

Motus Commercials

Transport & logistics

Leeds Castle

Hospitality & leisure

AttractionTickets.com

Hospitality & leisure

St Mellion Estate

Hospitality & leisure

Fireshine Games

Media & creative industries

LEARNING THROUGH WORK

Employers in this programme continued

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

The History Press
Media & creative industries

Together TV
Media & creative industries

What on Earth!
Media & creative industries

Huntington's Disease Association
Charities & community

COLLEGE OF MARKETING

Your next step

Bring your experience, ambitions and questions into a conversation with Kent Business College. We will help you consider how this programme fits your role and the professional contribution you want to make.

Read the programme, assessment and funding sections together. Your personal learning plan and written offer confirm the route, support and commitments agreed for you.

kentbusinesscollege.com

office@kentbusinesscollege.org

© 2026 Kent Business College