KENT BUSINESS COLLEGE

COLLEGE OF MARKETING

Marketing Manager

LEVEL 6 APPRENTICESHIP

CIM Level 6 Diploma in
Professional and Digital Marketing

Develop strategic judgement, commercial confidence and a deeper understanding of customers, with a route towards the CIM Level 6 Diploma in Professional & Digital Marketing.

PROGRAMME BOOK / 2026

A GUIDE TO YOUR CATALOGUE

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LIFE AT KENT BUSINESS COLLEGE

Bring your perspective to the table

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

Marketing leadership often begins in a conversation where several reasonable people see the same problem differently. Your task is to listen, make the evidence understandable and help the organisation choose a direction it can support. That calls for judgement as well as knowledge. This programme creates space to develop both through the work already around you. Bring your experience, your questions and the decisions you would like to handle with greater confidence. The next stage of your practice begins there.

PAUSE AND REFLECT

Which decision at work would benefit from a more confident recommendation?

YOUR COLLEGE. YOUR NEXT STEP.

A wider view of marketing

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 Manager Level 6 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 manager takes responsibility for strategic choices, investment proposals and the people and partners who deliver them. You develop the judgement to connect audience understanding with organisational priorities and to justify the use of resources. That level of 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 in justifying marketing strategy and leading its delivery. Notice which

decisions already sit within your role and where a development opportunity would help you grow. Bring your manager into that conversation. A useful programme should give you access to meaningful strategic work, with space to question assumptions, test recommendations and learn from the people affected by your choices.

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 Manager Level 6

Move from coordinating activity to defending strategic choices. The Level 6 route develops the judgement to decide where marketing should concentrate, how investment should be justified and how colleagues and partners can deliver a coherent plan. It suits work with sufficient responsibility to influence priorities, interpret complex information and make recommendations that matter beyond an individual campaign.

KBC's planned learning period is 17 months, followed by the applicable assessment period. Skills England publishes a typical 24-month on-programme duration and a minimum off-the-job training figure of 557 hours. The shorter KBC schedule must therefore be supported by an individual assessment of starting knowledge, learning requirements, role scope and planned training time. Level 6 describes the

occupational level; this apprenticeship is not a university degree. [M4]

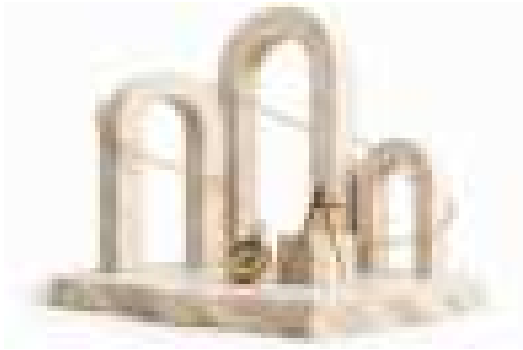
A suitable role provides access to strategic discussions, resources, performance evidence and stakeholders. Direct line management is helpful where it forms part of the job, but the programme also requires the ability to influence people across organisational boundaries. Employers should agree how the learner can participate in meaningful planning and decision-making throughout the programme.

The professional qualification route is the CIM Level 6 Diploma in Professional & Digital Marketing. Its award follows CIM's own conditions, including applicable exemptions and completion of the remaining assessments. The apprenticeship and the Diploma are complementary achievements with separate award processes.

Programme feature	KBC route
Occupational award	Marketing Manager apprenticeship, Level 6; ST0612 v1.0
Professional qualification route	CIM Level 6 Diploma in Professional & Digital Marketing
Selected CIM study	Strategy and Planning; Commercial Intelligence; Customer Journey Optimisation; AI Marketing
Credit value	50 CIM credits across the selected four modules
Professional focus	Strategic judgement, commercial evidence, customer experience and responsible innovation

CHAPTER 02

The judgement behind the decision



A strategic recommendation carries consequences for customers, colleagues and the resources entrusted to a team. These modules ask you to hold those perspectives together. You will explore how a direction is chosen, what makes an investment credible, where experience can improve and how technology should serve a useful purpose. Keep one organisational challenge in mind as you read. The connections between these subjects become clearer when they help you answer a question that somebody at work needs you to resolve.

PAUSE AND REFLECT

Where does your current strategy rely on an assumption you could test?

STRATEGIC CHOICE. COMMERCIAL DISCIPLINE.

The Level 6 curriculum

The Level 6 curriculum asks you to see marketing as part of the whole organisation. A proposal must make sense for customers and for the people, resources and capabilities required to deliver it. An attractive campaign cannot compensate for an unsuitable proposition, an unsupported service promise or a financial case that ignores the cost of fulfilment.

KBC's selected CIM route comprises Strategy and Planning at 20 credits, followed by Commercial Intelligence, Customer Journey Optimisation and AI Marketing at 10 credits each. Together they form a 50-credit Diploma route. This combination links strategic direction with evidence, customer experience and technological change. The Extended Diploma is a separate 60-credit route and requires additional study; it should not be inferred from the standard programme presented here. [M10]

The curriculum can be connected through a strategic business challenge such as entering a new market, improving retention, repositioning an offer or changing how the organisation supports customers. Each module examines the same challenge from a different perspective. What is the strategic case? What does the evidence support? Where does the customer experience fail? Which improvements require technology, and which require a change in management practice?

The learning outputs build towards a coherent management portfolio: a strategic options paper, an investment model, an experience improvement plan and a governed technology proposal. These are learning applications rather than

additional compulsory CIM submissions. Your tutor and coach help you adapt them to the opportunities available in your role.

The aim is to develop a manager whose recommendations remain credible under challenge. You should be able to identify the limits of the evidence, explain trade-offs and propose how the organisation will learn during implementation, rather than presenting a plan as though every assumption were already certain.

LEVEL 6 | 20 CIM CREDITS

Strategy and Planning

This mandatory CIM module develops strategic marketing planning and the use of appropriate frameworks to support organisational objectives. KBC's learning application is a strategic options paper that presents a clear choice, the evidence behind it and the resources needed to proceed. [M6]

Frame the decision. Start with the organisation's ambition and the problem that marketing is expected to address. Explore whether the challenge concerns the attractiveness of the market, the relevance of the proposition, the customer relationship or the organisation's ability to deliver. Avoid moving straight to a preferred channel or campaign before establishing which problem deserves attention.

Compare credible alternatives. Develop a small number of options that differ meaningfully. One may deepen relationships with existing customers; another may enter a new segment; a third may improve the current experience before further promotion. Compare their potential contribution, resource requirements, dependencies and risks.

State the assumptions that would need to hold for each option to succeed.

Translate choice into action. Set out priorities, responsibilities and the measures that will guide implementation. A strategic plan should help people decide what to stop, what to protect and what to change when conditions move. Include review points at which new evidence can alter the course without losing sight of the intended outcome.

Your learning output is a concise management paper supported by an appropriately detailed analysis. A useful discussion asks whether another senior colleague could understand the recommendation, challenge its assumptions and authorise a next step. The work develops the ability to move between analytical detail and a clear executive message. It also provides practice for the strategic judgement required in the apprenticeship, while CIM's specific assessment or exemption conditions remain separate.

PAUSE AND REFLECT

Think of a recommendation you recently made. Which credible alternative did you reject, and on what grounds? Identify one assumption that could make that alternative worth considering again.

LEVEL 6 | 10 CIM CREDITS

Commercial Intelligence

Commercial Intelligence concerns the use of marketing and financial evidence to support strategic decisions. CIM's module addresses interpretation, budgets, channel performance and return on investment. KBC's learning

application is an investment recommendation that makes its calculations and assumptions visible to decision-makers. [M11]

Ask a commercially useful question. The starting point might be whether to increase acquisition spending, support a new proposition or invest in retention. Define the outcome and the period over which value is expected. Identify which costs belong in the decision, which data can be trusted and where estimates are unavoidable. Explain the consequences of using a narrow measure that overlooks servicing costs or delayed benefits.

Build a transparent model. Use a small number of well-defined inputs before adding complexity. Show a base case and sensible alternatives so that the reader can see how uncertainty affects the recommendation. Check that calculations use consistent units and time periods. Reconcile apparently conflicting figures before presenting them as evidence, and make clear when different systems are measuring different parts of the customer journey.

Recommend a decision and a learning plan. An investment paper should state what is being requested, why it is preferable to the alternatives and how performance will be reviewed. Specify which indicators would support continuation, modification or a pause. Good commercial judgement includes recognising when the available evidence is not strong enough for a large commitment.

Your learning output is a budget and performance model with a short board-style commentary. It should be readable by a colleague who did not construct the spreadsheet. The discussion tests your ability to explain assumptions, interpret a change in the numbers and connect the recommendation with business objectives. No particular return is promised; the

value lies in improving the quality and accountability of the decision.

PAUSE AND REFLECT

Choose a figure in a current marketing business case. Can you explain its source, the period it covers and the assumption it relies on? What would change if that assumption proved too optimistic?

LEVEL 6 | 10 CIM CREDITS

Customer Journey Optimisation

Customer Journey Optimisation examines how evidence can improve the experience across the stages of a customer relationship. CIM's module connects journey evaluation, insight and measures of improvement. KBC's learning application is a prioritised plan for one meaningful customer journey, supported by evidence from both customers and the organisation. [M6]

See the complete experience. Follow a person from their first question through selection, use, support and renewal or departure. Describe their purpose at each stage and the practical obstacles they encounter. Include handovers between teams, because the customer experiences one organisation even when responsibility is divided internally. A technically successful interaction can still leave the person uncertain about what happens next.

Distinguish friction from assumptions. Combine appropriate evidence, such as service enquiries, research, transaction data and direct feedback. Examine where different sources agree and where they raise questions. Avoid treating a handful of enthusiastic comments as a complete picture. The

map should show both the current experience and the limitations of what is known about it.

Prioritise for value and feasibility. Compare proposed improvements by their likely effect, effort, dependencies and risk. Some changes may require a redesigned communication; others may need a different process or clearer ownership. Define how you will know whether the experience has improved and which balancing measures will reveal an unintended consequence elsewhere.

Your learning output is a journey map, a focused diagnosis and an improvement roadmap. Include the colleagues who would need to deliver the changes and explain how their contribution has shaped the proposal. This develops the ability to make customer experience a shared management responsibility. It also helps you communicate why an apparently small barrier can deserve attention before further investment in promotion.

PAUSE AND REFLECT

Follow one handover between teams from the customer's perspective. What do they have to repeat, wait for or work out alone? Ask the receiving team which small change would make the experience clearer.

LEVEL 6 | 10 CIM CREDITS

AI Marketing

AI Marketing considers the implications of AI developments and the planning needed to respond to them. KBC's learning application is a governed business case for a limited marketing use of AI, with explicit responsibilities, evaluation criteria and human decision points. The objective is informed

adoption rather than the assumption that every process should be automated. [M6]

Select a worthwhile use case. Compare a small number of opportunities, such as assisting research synthesis, preparing first-draft content or improving the consistency of internal reporting. Describe the current problem and the quality standard that any proposed solution must meet. Assess whether the task requires sensitive information, specialist judgement or direct communication with customers.

Design responsibility into the process. Identify who approves the data, who checks the output and who is accountable when something goes wrong. Specify which actions the system may suggest and which it may carry out. Keep a record of material human corrections so that the organisation can evaluate the actual workload and recognise recurring weaknesses.

Test value and failure. Compare the proposed approach with a credible baseline. Measure usefulness, error rates, checking time and the quality of the final decision. Explore how the process behaves with incomplete, ambiguous or unusual inputs. A good trial should reveal the circumstances in which the tool is helpful and the circumstances in which it should not be used.

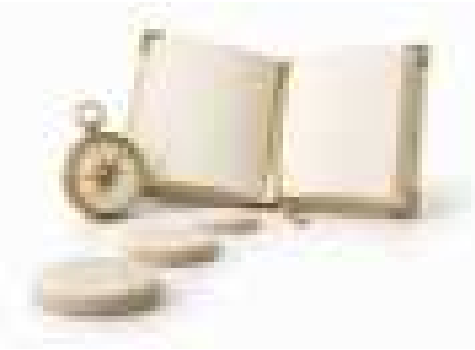
Your learning output is an adoption brief, a trial plan and a management recommendation. It should address people, process, information and technology together. The learner develops the confidence to question supplier claims, consult specialist colleagues and explain the proposed controls in plain language. The programme does not make a particular software subscription or an unrestricted deployment part of the learner's obligation.

PAUSE AND REFLECT

For an AI use case under consideration, identify a decision that should remain with a person. Explain the judgement it requires and what evidence would tell you the proposed process needs to pause.

CHAPTER 03

Work that shows your influence



Some of the most significant management work happens between the first proposal and the decision to proceed. A colleague challenges an assumption. A customer perspective changes the priority. A limited budget demands a more thoughtful choice. Learning to recognise these moments helps you understand your influence and where it can grow. This chapter brings workplace application, capability and evidence together, so that your development can be discussed through the decisions you shaped and the responsibility you took in making them.

PAUSE AND REFLECT

When did another person's challenge materially improve your recommendation?

LEVEL 6 | APPLIED LEARNING

The strategic leadership studio

The strategic leadership studio is KBC's synthesis of the taught curriculum and the wider management role. It is not a separate CIM credit-bearing module. It gives the learner a place to practise influencing, negotiation, resource judgement and the communication of decisions under uncertainty.

Imagine a fictional service business with rising acquisition costs and declining renewal. Senior colleagues disagree about the response. Sales wants more leads, operations wants time to improve delivery and finance wants a reduction in spending. The marketing manager must establish what the evidence can support and bring the parties into a productive discussion. Simply presenting a more attractive campaign will not resolve the underlying choice.

The learner prepares an options paper, tests assumptions with the relevant teams and develops a recommendation that recognises competing priorities. They explain the customer implications, the expected resource commitment and the risks of both action and delay. A negotiation exercise can introduce a reduced budget, a delivery constraint or an unexpected change in the market, requiring a reasoned adjustment.

The learning evidence includes the management paper, selected analysis, a record of consultation and a reflection on how the recommendation changed. Employer feedback should identify the learner's actual influence rather than merely confirming attendance at a meeting. A strong reflection explains how the learner handled disagreement and what they would do differently in a future decision.

This learning sequence strengthens professional confidence without promising promotion or a particular commercial result. It helps the learner become someone who can organise a difficult conversation, make the evidence understandable and lead a proportionate next step. The final EPA marketing plan is a separate assessment activity, subject to its own gateway approval and timing.

PAUSE AND REFLECT

Recall a meeting where colleagues wanted different outcomes. Whose concern changed your recommendation? Describe how you responded and one way you could make a future disagreement more productive.

OFFICIAL KSB COVERAGE | ST0612

Level 6 capability map

The Level 6 framework contains 14 knowledge, 19 skill and nine behaviour codes. The following concise clusters cover all codes and make the breadth of the management role visible. They are abbreviated navigation labels, not substitutes for the approved wording or the assessment organisation's mapping. [M12]

The additional responsibility at this level is evident in the work: strategic decisions, investment justification, senior relationships and leadership of improvement. A learner should be able to explain how evidence shaped a recommendation and how they secured appropriate involvement from others. A polished plan without a credible decision process is only part of the story.

Use the map with your employer to identify where the role already offers opportunities and where a development

assignment is needed. Aim for a balanced record across the programme. One major project may be valuable, but repeated evidence from routine professional decisions can also show that the capability is becoming dependable.

Official codes	Capability cluster
K1–K5	Strategy, brand, customers, relationships, communications and budgets
K6–K9	Organisational context, environment, returns and compliance
K10–K14	Research, information, trends, offers and channels
S1–S3	Strategy and integrated planning
S4–S6	Influence, advice and communication
S7–S10	Delivery, improvement, budgets and partners
S11–S14	Evaluation, analysis, opportunities and business cases
S15–S17	Senior relationships, risk and leadership
S18–S19	Systems and process innovation
B1–B4	Adaptability, drive, creativity and analytical judgement
B5–B6	Learning and role modelling
B7–B9	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.

THE VALUE OF A CONVERSATION

Make room for another point of view

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

A strategic case you can defend

Defending a recommendation does not mean pretending that every uncertainty has disappeared. It means explaining what the evidence supports, where its limits lie and why your proposed course is reasonable. Assessment offers a formal opportunity to demonstrate that judgement. Preparation should therefore include conversation, challenge and time to make your reasoning clearer. This chapter explains the apprenticeship and professional qualification routes, helping you distinguish their requirements while building the confidence to present your own work with clarity and professional composure.

PAUSE AND REFLECT

Which limitation in your evidence would you explain first under questioning?

A STRATEGIC CASE YOU CAN DEFEND

Level 6 end-point assessment

The published ST0612/AP/01 plan uses two assessment methods following employer confirmation of readiness and approval of the project proposal. EPA normally takes up to five months. The project develops a strategic marketing plan for a real business challenge; implementing the proposed marketing activity is not required for this assessment. The plan and 4,000-word report, with a 10% tolerance, are prepared within four months after gateway. The report includes eight to ten supporting evidence items. [M13]

The report's fundamental pass criteria must be met before progression to the presentation, questions and professional discussion. Overall grades are fail, pass, merit and distinction. Both methods must be passed; the published combination of project and discussion grades determines the overall result. Confirm the current version and detailed grading grid with the assessment organisation before booking. [M13]

Prepare for scrutiny. Practise presenting a recommendation to colleagues who have different priorities. They may question the budget, the quality of the research or the practicality of the proposed implementation. A strong response explains the evidence, acknowledges a genuine limitation and shows how the plan would adapt. Confidence comes from understanding the work, not from having an answer prepared for every possible question.

Build a clear distinction between what you personally researched, decided and produced and the contributions made by others. Use anonymised or appropriately authorised evidence. Arrange any reasonable adjustments with the

assessment organisation in good time, and discuss technical arrangements before the assessment day.

Assessment method	Published format
Project showcase	Written strategic plan report, 20-minute presentation and 30-minute questions
Professional discussion	70-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 Manager completers an exemption from Strategy and Planning at Level 6. 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 6 combination, the remaining specialist assessments are Commercial Intelligence, Customer Journey Optimisation and AI Marketing. This selected route therefore has three specialist assessments following the Strategy and Planning exemption. Membership, assessment bookings and exemption evidence need to be organised as part of your individual qualification plan. [M15]

The current published specification uses onscreen multiple-choice assessment for these specialist modules, normally 45 questions in 90 minutes. Without exemption, Strategy and Planning includes plan submission and a 120-minute short and extended response assessment. Confirm current booking arrangements before paying or registering. [M10]

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

Responsibility at work can make it tempting to put your own development behind everyone else's immediate needs. Protecting time to learn is part of taking that responsibility seriously. A considered study plan allows you to return to difficult decisions with fresh ideas and a clearer perspective. It also makes room for the support that any demanding programme may require. This chapter explains the people, commitments and routines around your learning, with practical ways to keep the conversation open throughout it.

PAUSE AND REFLECT

What would help you protect learning time during a demanding month?

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 17-month Level 6 learning period allows a sustained strategic challenge to develop across planning, commercial analysis, customer experience and innovation. 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

Which recurring demand most often displaces your development time? Discuss a realistic boundary with your manager and identify how the team can support it during a busy month.

YOUR DEVELOPMENT

Take your professional identity forward

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 considered next step

A worthwhile development decision combines ambition with a clear view of the commitment involved. Consider the questions you want to answer at work, the opportunities your role can offer and the time you can protect for meaningful learning. Then examine the programme and funding offer with the same care you would bring to a business recommendation. These pages help you prepare a direct conversation about suitability, costs and next steps, so that your decision rests on a shared practical understanding.

PAUSE AND REFLECT

Which opportunity in your role makes this programme a worthwhile next step?

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 Manager is £9,000. 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. [M4]

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. Any bursary for your Level 6 programme, including its value, benefits, limits and approval, must be confirmed in your written offer; the general orientation does not establish your individual award. [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 6 fit my role? Discuss the decisions you make and the opportunities available at work. This programme requires sufficient scope for strategic judgement, commercial recommendations and influence across the organisation. 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.

Must I have completed Level 4 before Level 6? 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. [M6]

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

The strategic decision room

A strategy becomes useful when it changes a decision. Explore how a marketing manager frames the problem, compares alternatives and earns commitment to a clear direction.

PAUSE AND REFLECT

Which decision in your organisation would benefit from a clearer account of the alternatives?

YOUR PROGRAMME

Find the decision behind the request

A senior colleague asks for a campaign to enter a new market. The request sounds specific, yet the strategic decision remains unresolved. Does the organisation need a different customer group, a more relevant proposition or a stronger relationship with customers it already serves? A marketing manager creates space to examine that question before committing resources. Write a decision statement that identifies the intended organisational outcome, the choices available and the date by which a recommendation is needed. Include the boundaries of your authority. A well-framed brief makes the eventual discussion more productive because colleagues can see what they are being asked to decide.

For a fictional exercise, imagine an established training business considering a new employer sector while existing customers report inconsistent support. Prepare two competing explanations of the commercial problem and identify the evidence that would help distinguish them. Ask what would happen if the organisation postponed expansion and improved the current experience first. Your task is to make the choice visible without prejudging it. Finish with a short briefing that separates established observations, interpretations and unanswered questions. A useful reflection considers whether your original view changed and how the revised problem statement would affect research, consultation and investment.

- Write the decision in one sentence, including who will make it.

- Identify an assumption that could change the entire recommendation.

YOUR PROGRAMME

Choose whom you can serve well

Segmentation becomes a strategic activity when it helps an organisation decide whom it can serve particularly well and what that choice requires. Begin with meaningful differences in customer needs, buying situations and expectations. Then examine your organisation's capability to respond. A segment that appears attractive may demand a service model, distribution relationship or level of support that the business cannot currently sustain. Set out both customer attractiveness and organisational readiness. Explain which differences matter to the decision, how you identified them and where the available evidence is too limited to support a confident conclusion.

In a fictional professional services firm, one possible audience wants a standard package with a quick decision, while another expects extensive consultation and continuing advice. Neither is automatically the better choice. Develop a proposition for each and trace the implications for marketing, sales, delivery and support. Consider what the organisation would need to stop doing to concentrate on the preferred audience. Consult colleagues who would carry the operational consequences, then revise your comparison. The learning output is a segment choice paper that explains the intended customer value, the capability required and the evidence that would justify reconsidering the decision.

- Which attractive audience would you decline to pursue, and why?

- Name one operational capability on which your preferred proposition depends.

YOUR PROGRAMME

Build alternatives that deserve consideration

An options paper loses credibility when the alternatives exist only to make a preferred proposal look sensible. Develop choices that a thoughtful colleague could reasonably support. They might differ in the customer relationship they prioritise, the pace of commitment or the capability they develop. Give each option the same analytical treatment: intended contribution, resources, dependencies, uncertainty and consequences for customers. Include a credible continuation option, recognising that maintaining the present approach also uses resources and carries consequences. Agree the comparison criteria before scoring the options so that the assessment does not quietly reward the answer you already favour.

For a fictional subscription business, compare improving renewal support, developing a new acquisition partnership and redesigning the core offer. Avoid converting uncertain judgements into apparently precise numbers without explanation. Use the comparison to expose the disagreement: colleagues may share the evidence while valuing speed, resilience and financial commitment differently. Prepare a recommendation that acknowledges the strongest argument for an alternative and explains why your choice still stands. Keep a short record of the conditions that would make another option preferable. This shows that strategic

conviction can coexist with a willingness to respond when the circumstances change.

- State the strongest argument against your preferred option.
- Identify a condition that would make your second choice preferable.

YOUR PROGRAMME

Turn positioning into a service promise

A positioning statement should help colleagues make consistent choices about the value an organisation offers. Test it against the experience a customer can actually expect. If the promise emphasises simplicity, examine the purchasing process, language, service arrangements and support. If it emphasises specialist attention, consider whether colleagues have the knowledge and capacity to provide it. Work through the implications with the people who deliver the experience. This discussion can reveal that a proposed claim depends on a capability still being developed, or that a distinctive strength has not yet been communicated clearly enough.

Imagine a fictional consultancy that wants to position itself as the reassuring partner for organisations undertaking unfamiliar change. Translate that intention into observable commitments at enquiry, proposal, delivery and follow-up. Draft examples of language that help customers understand the offer without overstating certainty. Then test a difficult situation: the service team is busy and a customer needs an answer sooner than promised. Explain how the organisation should respond while preserving trust. Your learning output is a positioning brief linked to practical service decisions, with

ownership of the commitments identified. Reflect on how consultation changed the promise and made the proposed communication more credible.

- Which part of your proposed positioning can customers observe directly?
- Who must agree the service commitment before marketing communicates it?

YOUR PROGRAMME

Make the plan a sequence of commitments

A strategic plan needs more than a list of campaigns and dates. It should show the sequence in which the organisation will learn, commit resources and assess progress. Distinguish work that establishes the foundations from activity that depends on those foundations being ready. A new proposition may require service preparation before promotion; a retention programme may require reliable customer information before personalisation. Make these dependencies visible and identify who can resolve a delay. Give each review a decision to support, so that the plan remains a management tool rather than a calendar that is updated after events.

For a fictional employer-facing service, design a staged introduction of a revised offer. Begin with a limited learning stage, explain what evidence would justify wider activity and identify the commitment required at each point. Consider how the plan should respond if demand grows faster than delivery capacity. Allocate responsibility for the decision, the supporting evidence and communication with affected

colleagues. Your output is a roadmap with explicit review questions and a short explanation of the trade-offs. Reflect on whether the sequence protects the customer promise while allowing useful progress, and where an apparently urgent activity could wait until an important uncertainty has been resolved.

- Mark the dependency most likely to affect your proposed timetable.
- Write the decision that each review meeting must support.

YOUR PROGRAMME

Defend a strategy without becoming defensive

Presenting strategy to senior colleagues requires a clear recommendation and enough analytical depth to withstand questioning. Open with the decision requested, then explain the organisational purpose, the alternatives considered and the reason for your preference. Keep detailed analysis available for the points that attract scrutiny. When a colleague challenges an assumption, establish whether they are questioning the evidence, the interpretation or the organisation's appetite for the consequences. These require different responses. A useful discussion improves the decision, even when it leads to a smaller commitment or a different sequence from the one you initially proposed.

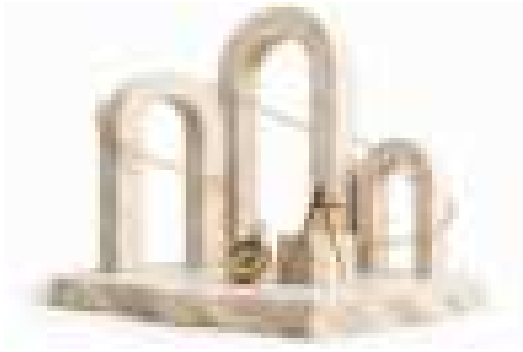
Use a fictional board discussion in which finance questions affordability, operations questions capacity and sales questions the proposed audience. Prepare a response to each concern that recognises the underlying responsibility. Avoid promising an outcome that the evidence cannot support.

Practise saying what you know, what remains uncertain and how the next stage would reduce that uncertainty. Afterwards, produce a decision record covering the agreed direction, conditions, responsibilities and review point. Reflect on a moment when listening changed your position. This exercise develops the ability to maintain a coherent strategic argument while treating challenge as part of responsible management.

- Prepare a two-minute opening that ends with a clear decision request.
- Describe how you would respond to a question you cannot yet answer.

CHAPTER 08

Commercial confidence and customer experience



A credible recommendation connects the investment case with the experience customers actually receive. Practise making those connections visible, testable and open to challenge.

PAUSE AND REFLECT

Where might a promising commercial result conceal a difficult customer experience?

YOUR PROGRAMME

Create a commercial model people can question

A commercial model should make the logic of a decision visible. Start with the intended outcome and identify the assumptions connecting activity, customer response and financial contribution. Define the time period and distinguish money received from the costs required to deliver and support the offer. Include the operational consequences of a successful response, since greater demand may require additional capacity. Keep the first version simple enough for a colleague to follow. A transparent model with clearly labelled estimates is more useful in discussion than a complicated spreadsheet whose apparent precision conceals uncertainty.

In a fictional business considering a new customer programme, build alternative cases that reflect plausible differences in response, retention and delivery effort. Explain which assumptions come from available organisational evidence and which require investigation. Ask a finance colleague to challenge the definitions and an operational colleague to challenge the workload. Record how their observations change your recommendation. The learning output combines the model with a short commentary explaining the requested commitment and the conditions under which it remains worthwhile. Finish by identifying the variable that deserves the earliest measurement and the decision that a change in that variable would trigger.

- Which cost would be easy to overlook if marketing worked alone?

- Identify the assumption with the greatest effect on your recommendation.

YOUR PROGRAMME

Read performance without rushing to a story

Performance reports invite explanations, particularly when colleagues want a quick account of a change. Before deciding what the numbers mean, check the definition, time period and source of each measure. Ask whether tracking, audience composition, availability or the offer changed during the period. Distinguish an observed movement from an explanation of its cause. Where several activities changed together, acknowledge the limits of what can be attributed to one decision. A manager's responsibility is to make the evidence useful without presenting a convenient story as a conclusion that has already been established.

Consider a fictional report in which enquiries rise while completed purchases decline. Sales sees weak prospects, marketing sees a promising response and operations reports slower availability. Write competing explanations and identify the next evidence needed to assess them. Examine the customer journey alongside the commercial measures, including any delay between enquiry and purchase. Your output is a diagnostic commentary with a limited set of priority questions and named owners for further investigation. Reflect on how you communicated uncertainty without leaving colleagues unable to act. A proportionate temporary response can be sensible while the organisation gathers better evidence about the underlying problem.

- Separate one observation, one interpretation and one unanswered question.
- What temporary action could be justified before the explanation is complete?

YOUR PROGRAMME

Use research to reduce a meaningful uncertainty

A research brief should begin with the decision it will inform and the uncertainty that currently prevents a confident choice. Explain whose experience matters and which perspectives may be missing from existing information. Define the question before choosing a method or requesting a large dataset. Consider what the organisation already knows, what it merely assumes and what customers would be well placed to explain. Set out the limitations of the proposed enquiry in advance. This helps colleagues understand what the findings can support and avoids turning a modest piece of research into a claim about every customer.

For a fictional membership organisation, explore why some new members engage readily while others become quiet after joining. Prepare a brief that considers different experiences and avoids assuming that silence means dissatisfaction. Draft open questions, explain how participants would be approached appropriately and identify the internal information that could add context. Plan how contrasting accounts will be preserved during analysis rather than squeezed into a single attractive theme. The learning output is a research brief and a proposed decision workshop. Reflect on whether the findings would genuinely change a choice, and

what you would recommend if the enquiry produced a mixed or inconclusive picture.

- Name a perspective your existing customer feedback may not represent.
- State what decision you would make differently after a surprising finding.

YOUR PROGRAMME

Find the handover the customer experiences

Customer journeys often become difficult where organisational responsibilities change. A customer may receive an encouraging enquiry response, a complicated proposal and an uncertain introduction to delivery, while each team considers its own task complete. Map the experience from the customer's purpose rather than the departmental structure. Record the information needed, the expectation created and the next action at each handover. Ask colleagues to describe what they receive as well as what they send. This can uncover gaps that a channel report does not reveal, including repeated explanations, conflicting instructions and uncertainty about who is responsible.

Imagine a fictional business customer purchasing a specialist service for the first time. Follow the journey from initial interest to the first useful outcome, including the point where a sales promise becomes a delivery commitment. Select one handover for improvement and propose a practical change that the relevant teams can sustain. Define how the organisation would assess clarity, timeliness and customer effort alongside its commercial measures. Your output is a

focused journey diagnosis with an agreed owner and a review plan. Reflect on how the proposed change affects colleagues' work, and whether an improvement in one stage could unintentionally make another stage harder.

- Where does the customer have to repeat information unnecessarily?
- Which team must help define success for your proposed improvement?

YOUR PROGRAMME

Design a useful and proportionate experiment

An experiment is useful when it can inform a real decision and the organisation understands its limits. State the proposed change, the reason it might help and the outcome you intend to observe. Establish a credible comparison and describe other factors that could influence the result. Consider the customer experience of participating, including whether different treatment could cause confusion or unfairness. Agree who may authorise the activity and who will monitor it. A disciplined design includes a way to pause or revise the activity if its effects differ from the expectation.

For a fictional renewal journey, compare two approaches to explaining the next step, keeping the underlying offer consistent. Decide how you will examine understanding and completion alongside any additional support demand. Explain what level of uncertainty you can tolerate for a limited change and what stronger evidence would be needed for a larger commitment. Prepare a short decision note before the activity begins, then use the same questions when

reviewing the results. Your reflection should consider what you learned about the customer experience, the quality of the measurement and your original reasoning. A result that challenges the proposal can still provide valuable management evidence.

- What would you monitor to detect an unintended consequence?
- Write the decision that a promising but uncertain result would support.

YOUR PROGRAMME

Balance growth with the experience already promised

Growth and retention compete for attention when resources are constrained. A marketing manager needs to explain how the choices affect both current and prospective customers. Examine the experience already promised, the organisation's ability to fulfil it and the opportunity cost of additional acquisition activity. Bring commercial and customer evidence into the same discussion. A proposal to improve service should explain the organisational contribution it seeks, while an acquisition proposal should account for the capacity required after a customer joins. Avoid treating responsibility for the existing relationship as belonging entirely to another department.

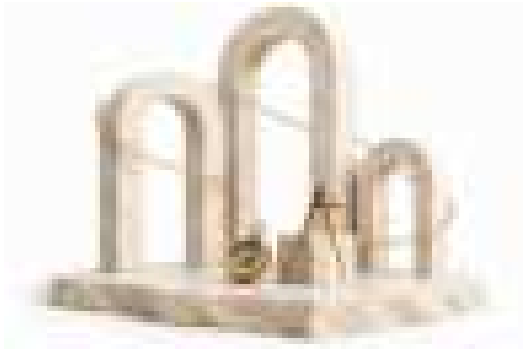
In a fictional learning services business, marketing has prepared an expansion campaign while the support team is managing an uneven customer experience. Develop a recommendation that considers maintaining, slowing or staging the campaign alongside specific improvements. Set

out the implications for revenue expectations, workload and customer confidence without inventing a guaranteed return. Invite the teams affected to identify what would make the recommendation practical. Your learning output is a joint priorities paper with a clear sequence and review conditions. Reflect on the difference between defending a departmental budget and contributing to an organisational decision that colleagues can implement together.

- What existing customer promise should influence the growth decision?
- Which measure would help you recognise an imbalance between demand and capacity?

CHAPTER 09

Leading responsible marketing



Strategic responsibility includes deciding how technology is used, how colleagues are supported and when a confident recommendation should change. Develop the judgement behind those choices.

PAUSE AND REFLECT

What would colleagues observe if your leadership became more thoughtful, decisive and accountable?

YOUR PROGRAMME

Select an AI use case with a clear purpose

A strategic discussion about AI should begin with a worthwhile problem, the people affected and the quality required from the work. Describe the current process before proposing a tool. Identify where effort is spent, which judgements require contextual understanding and what mistakes would mean for customers or colleagues. Compare the proposed use with simpler improvements to information, responsibilities or workflow. A useful business case explains why assistance is appropriate for a particular task and sets boundaries around its use. It also recognises the work involved in checking, correcting and maintaining the process.

For a fictional marketing team, consider using AI to prepare a first draft of a monthly performance commentary from approved, non-sensitive information. Define which observations the system may summarise and which causal or commercial judgements remain with the manager. Compare the draft with an established human process, considering usefulness, omissions, checking time and the clarity of the final report. Your output is a limited trial proposal with an accountable owner and explicit stopping conditions. Reflect on whether the proposed change improves the decision or merely accelerates the production of words, and what evidence would justify extending the trial.

- Which decision must remain with a named person in your proposed process?
- What simpler improvement should be compared with the AI option?

YOUR PROGRAMME

Make AI governance understandable to colleagues

Governance becomes practical when colleagues can explain what they may do, what they must check and when they need help. For a proposed marketing use of AI, identify the information permitted, the person accountable for the output and the actions requiring approval. Describe how work will be checked before it reaches a customer or influences an important decision. Avoid relying on a broad instruction to use professional judgement without explaining the risks people should recognise. Consult the relevant organisational specialists so that the arrangement fits existing responsibilities and the actual environment in which colleagues work.

Imagine a fictional team preparing assisted content for a new service. Create a concise operating guide covering source material, factual checking, tone, customer promises and escalation. Test it against awkward examples: a persuasive statement unsupported by the source, an unsuitable assumption about an audience and a draft that reveals information intended only for internal use. Explain who should respond and how corrections would be recorded for learning. The output is a governance brief that a new colleague could use during a real task. Reflect on whether the controls are clear enough to apply consistently and proportionate enough to remain part of normal working practice.

- Write an escalation instruction that names both the trigger and the responsible role.

- Which recurring correction would justify changing the process itself?

YOUR PROGRAMME

Lead through the disagreement beneath the words

Cross-functional disagreement often reflects different responsibilities rather than a lack of commitment. Sales may be accountable for immediate opportunities, finance for affordability and operations for a dependable service. A marketing manager should understand those pressures before asking colleagues to support a strategy. Prepare by identifying the interests behind each position, the evidence each person considers credible and the decisions they can actually influence. Establish a shared organisational purpose, then work through the trade-offs openly. Collaboration does not require everyone to prefer the same option; it requires a decision process they can understand and contribute to.

Use a fictional planning meeting in which colleagues disagree about a revised customer offer. Prepare questions that help reveal the practical concerns behind an initial refusal. Summarise the other person's view accurately before presenting your response. Distinguish a condition that can be addressed from a disagreement that needs a senior decision. After the meeting, write an agreement that records ownership, unresolved matters and the next action without disguising dissent. Reflect on the effect of your language and timing. Consider where your own attachment to the proposal made listening more difficult, and how you would prepare differently for a comparable discussion.

- What responsibility explains the strongest objection to your proposal?
- Practise summarising that objection in words its owner would recognise.

YOUR PROGRAMME

Develop capability without taking every decision back

Marketing leadership includes creating the conditions in which colleagues can make sound decisions. When delegating work, explain the intended outcome, the boundaries of authority and the circumstances that require consultation. Agree what good work looks like and when feedback will be useful. Avoid giving responsibility for a result while retaining every meaningful choice. Equally, do not assume that a capable colleague already has all the context or access required. Development comes from a suitable stretch in responsibility, supported by clear expectations and a conversation about the reasoning behind the work.

For a fictional team member preparing a campaign recommendation, design a brief that allows them to compare options and make a justified choice. Arrange a review before the work becomes expensive to change, and prepare questions that reveal their reasoning without turning the meeting into a search for your preferred answer. If the recommendation is weak, identify whether the difficulty concerns knowledge, evidence, confidence or unclear expectations. Your output is a delegation and feedback plan linked to a meaningful work task. Reflect on how you would know that the colleague's capability had developed, rather than simply judging whether the final document looked more like your own.

- Name a decision the colleague can make without returning for approval.
- Write a feedback question that explores reasoning before suggesting a solution.

YOUR PROGRAMME

Build a professional account of your judgement

A developing marketing manager should be able to explain how their judgement has changed, using selected evidence from meaningful decisions. Choose work that shows the question, the options, your contribution and the consequences of the choice. Include feedback and revisions where they reveal learning. Distinguish what you personally decided from the work of colleagues, and use appropriately authorised or anonymised material. A polished final presentation may demonstrate communication, while an earlier analysis and a reasoned revision can show how you evaluated uncertainty and responded to challenge. Together they create a more credible account of professional growth.

Select a strategic recommendation from your own role or a clearly identified fictional learning exercise. Prepare a short narrative explaining the starting position, the evidence you examined, the people you consulted and why the recommendation changed. Be precise about whether an outcome was observed, anticipated or remains unknown. Ask your coach or manager to challenge one part of the account that seems too comfortable. The learning output is an evidence commentary and a development action that follows from it. Reflect on what this example says about your

readiness for wider responsibility, including the type of decision for which you still need support.

- Which revision best demonstrates that your judgement developed?
- Separate an observed outcome from an anticipated benefit in your account.

YOUR PROGRAMME

Shape the next stage of your marketing career

Career development becomes more useful when it is connected to the responsibilities you want to handle and the capability those responsibilities require. Consider the decisions that energise you: shaping direction, interpreting commercial evidence, improving customer experience, leading people or governing innovation. Examine where your current role provides genuine practice and where you need a different opportunity. Discuss these ambitions with your manager and coach using examples of work rather than a list of titles alone. A development plan should make the next step concrete enough to act on while leaving room to learn about the kind of work that suits you.

Build a personal plan around one broader responsibility you would like to earn. Identify the knowledge to deepen, the practical experience to obtain and the behaviour that colleagues would need to observe. Agree an achievable assignment with a clear purpose and someone able to give informed feedback. Consider how you will protect time for learning and how you will respond if the opportunity changes. Your output is a career development conversation

supported by evidence and a purposeful next action. Reflect on the contribution you want to make to customers, colleagues and the organisation, and how that purpose can guide your choices beyond the completion of the programme.

- What responsibility would make your next career step meaningful?
- Agree one work opportunity that can demonstrate readiness for it.

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.

"The course fits around my job in a way that feels energising rather than overwhelming. I'll learn something in the morning and use it that afternoon. It's not abstract. It's not hypothetical. It's real, practical, and instantly useful."

Katie Hewitt-Brake

Marketing Manager Level 6 · April 2026

"

"Most importantly, the apprenticeship has given me the confidence to recognise the value of my work - translating experience into strategy, and ensuring that what I deliver not only reaches audiences, but makes a measurable difference."

Jennifer Caine

Marketing Manager Level 6 · April 2026

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.

"The programme has strengthened how I approach marketing, moving beyond execution to a more disciplined, framework-led approach. Applying models such as SOSTAC and customer journey mapping has helped bring greater clarity to campaign planning, audience targeting, and performance measurement."

Tetiana Zakaliuzhna

Marketing Manager Level 6 · April 2026

"The apprenticeship has been really valuable in helping me connect that experience to proper marketing theory."

Corinna Denbow

Marketing Manager Level 6

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.

Glencar
Construction & infrastructure

Rubb Buildings
Construction & infrastructure

Croda
Engineering & manufacturing

voltshare
Energy & utilities

Fresenius Kabi
Healthcare & care

Komplex Group
Healthcare & care

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.

University of Plymouth
Education & learning

Oasis Community Learning
Education & learning

YouFibre
Technology & communications

The Adaptavist Group
Technology & communications

Entopy
Technology & communications

Tollring
Technology & communications

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.

Lloyds Banking Group
Finance & professional services

GoCardless
Finance & professional services

Charity Bank
Finance & professional services

Brown & Brown
Finance & professional services

Reddie & Grose
Finance & professional services

DPD
Transport & logistics

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.

Grand Central
Transport & logistics

Railway Industry Association
Transport & logistics

Liverpool City Council
Public services & local government

Wychavon District Council
Public services & local government

Native Places
Hospitality & leisure

St Mellion Estate
Hospitality & leisure

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.

Lucky Voice

Hospitality & leisure

Jaywing

Media & creative industries

Fireshine Games

Media & creative industries

Graphic Arts Group

Media & creative industries

Waythrough

Charities & community

Challengers

Charities & community

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.

Rotherham Hospice
Charities & community

Kenward Trust
Charities & community

Great Western Air Ambulance Charity
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

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