

# **Sutton and District Training**

**Marketing Assistant  
Apprentice  
Level 3 Standard**



# Apprenticeship Journey

## Employer

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

## Apprentice

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

## Apprentice & Employer

The apprenticeship journey consists of many different stages, below we have provided more information on some of them :

### ENGAGEMENT

Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

### NOMINATION

Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an interest in undertaking an apprenticeship.

### INITIAL ASSESSMENT – LINE MANAGER

A meeting between the Subject Specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice. The apprenticeship bespoke Training Plan will start being prepared.

### INITIAL ASSESSMENT – APPRENTICE

A meeting between the Subject Specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment. The apprenticeship bespoke Training Plan will start continue being planned.

### FUNCTIONAL SKILLS – MATHS AND ENGLISH

Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete an indicative assessment on BKSB (online Maths & English initial assessment program).

### START DATE IS CONFIRMED AND TRAINING BEGINS

### PROGRESS REVIEWS

These are conducted at 12 week intervals with the line manager and apprentice. These are designed to check on apprentice progress, provide support to employer and apprentice, ensure all apprentice training is being delivered and set apprenticeship objectives for the next 12 weeks.

# Initial Assessment

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected.

This first step is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

## Line Manager

### INITIAL ASSESSMENT - LINE MANAGER

Conducted between the Line Manager and the Subject Specialist.

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

## Apprentice

### INITIAL ASSESSMENT - APPRENTICE

Conducted between the Apprentice and the Subject Specialist.

Each area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in Functional Skills Maths and English.

# Apprenticeship Journey

Engagement

Employer Engagement

Identifying Apprentices

Confirm Eligibility

Enrolment

Initial Assessment -  
Skill Scan

Initial Assessment -  
Functional Skills

Agreement is Signed

Delivery

Apprentices'  
Start is Planned

Induction

On Programme Training

Completion

Mock Assessment

Gateway

End-Point Assessment

Progression

Completion

Progression

Future Learning

# About the Apprenticeship



Start date  
Flexible



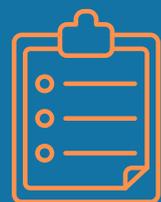
Level 3



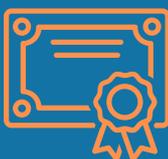
Duration  
18 Months



Delivery  
Virtually  
In-Person



Assessment  
End-Point Assessment  
On Programme



Progression  
Various opportunities

## Marketing Assistant

### Level 3

This occupation is found in every sector and industry including manufacturing, retail, IT, automotive, service industries (financial services, health care, professional services, etc), and across large, medium and small commercial, public sector and not-for-profit organisations. Roles can sit within a specific company/agency that provides marketing deliverables and advice to external clients, or within an internal marketing team, delivering marketing activities to drive that business.

The broad purpose of the occupation is to support customer focussed marketing activities that drive the demand for a product or service through awareness raising and/or perception building to generate results to the bottom line. As part of the Marketing team the Marketing Assistant will contribute to the implementation of the Marketing strategy and plans. They will be responsible for delivering day-to-day marketing activities across a multitude of platforms, channels and systems that are essential to the Marketing function and activities of the company.

#### Typical Job Roles

Brand Assistant, Marketing Assistant, Marketing Campaigns Assistant, Marketing Communications Assistant, Promotional Assistant

#### Suggested Sectors

This apprenticeship feeds into an unlimited number of professional sectors, and a number of marketing roles.

#### Entry Requirements

Individual employers will set their selection criteria but the standard includes Maths and English understanding and functional application at Level 1, enabling apprentices to aspire to the next level. Employers will set the entry specification suitable for the correct level of the individual.

# Knowledge



## Knowledge

- K1: Marketing theory, concepts and basic principles e.g., what marketing is, the marketing mix (7Ps: product, price, place, promotion, physical environment, process, people), the promotional mix and the difference between its elements (advertising, sales, public relations etc), what a marketing plan is.
- K2: Current technologies such as systems and software, that can help deliver effective marketing planning (research), delivery and evaluation
- K3: Legislation and regulatory frameworks affecting marketing operations, e.g. General Data Protection Regulation (GDPR)/ eprivacy, trading laws, copyright law, Advertising Standards Authority (ASA)
- K4: Principles of Marketing ethics such as targeting vulnerable adults and children; principles of conducting marketing communications in a legal, decent and honest manner, advertising being clearly differentiated from news/entertainment, ensuring consumer data is never compromised and marketing strategies avoid stereotyping
- K5: The Internal dependencies that positively and negatively influence the success of marketing, e.g. IT, finance, sales, operations
- K6: Primary and secondary research and the different sources of primary and secondary research data
- K7: Brand theory (positioning/value/identity/guidelines) to a basic level
- K8: How marketing fits within organisational structures and processes
- K9: How to brief and manage external marketing suppliers, and an understanding of the risks to ineffective briefing/management
- K10: Copywriting and proofreading techniques
- K11: Search engine optimisation techniques and effective video production and publishing practice
- K12: The benefits of a customer relationship management system
- K13: The benefits of marketing automation processes and systems
- K14: The metrics relevant to the delivery and evaluation of marketing activity, and an understanding of which are most relevant to that activity

# Knowledge



## Knowledge

- K15: Budgeting principles and good procurement practice
- K16: Importance of planning and maintaining offline and digital assets
- K17: Awareness of social media platforms appropriate to customer and business segments
- K18: The customer journey and the customer segments relevant to their market

## Skills

S1: Use research/survey software to gather audience insight and/or evaluation

S2: Applying creativity to use a website content management system to publish text, images and video/animated content

S3: Use a social media platform to publish text, images and video content

S4: Use high volume email delivery software to acquire and/or retain one or more market segments and understand the response

S5: Organise offline and digital assets in a coordinated and legally compliant way (there may be several pieces of legislation that a Marketing Assistant may need to comply with, these should be relevant to the sector they work in and the type of activity. Examples include

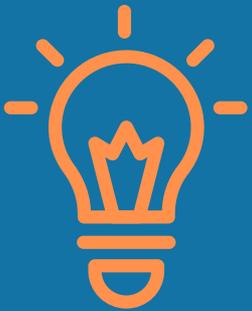
GDPR; Consumer Protection from Unfair Trading Regulations 2008; Consumer Credit Act; Copyright, Designs and Patents Act)

S6: Able to compile briefs for an external marketing supplier (e.g. printer/display stand producer/graphic designer etc) and oversee successful delivery in-line with specification

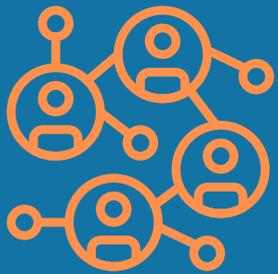
S7: Write persuasive text to meet a marketing communications objective, using common copywriting techniques such as adapting writing style to ensure it is appropriate to different channels in-line with organisational brand guidelines.

S8: Proofread marketing copy to ensure that it is accurate, persuasive and legally compliant and is on brand.

S9: Able to plan and coordinate a marketing activity (external and/or internal) comprising several different marketing tactics to acquire or retain one or more customer segments. Carries out the tasks within known resources.



# Knowledge



## Skills

- S10: Analyse and present defined external and internal marketing data to inform discussions about planning, delivery and/or evaluation of marketing activities/brand performance.
- S11: Spreadsheets - create and maintain spreadsheets using common business software, e.g. Excel, Numbers, in support of marketing activities (such as project/budget planning and monitoring, and to support the organisation of marketing assets)
- S12: Presentations - compile and present marketing information (e.g. to inform internal stakeholders of the results of a marketing tactic or present ideas for future marketing tactics) using common business software, e.g. PowerPoint. Basic presentation skills to deliver these findings.
- S13: Compile a report from a marketing system/software, e.g. CRM, Google Analytics, Dotmailer

## Behaviours

- B1: Professional and customer focussed, shows commitment to putting the customer at the centre of marketing activities
- B2: Apply ethical behaviour in planning, delivery and evaluation of marketing activity. Including carrying out activity in a way that values equality and diversity
- B3: Commitment to the continuous development of self and marketing activities through own initiative, within the scope of own responsibility, keeping abreast of external developments including competitor and market trends
- B4: Self-motivated - takes responsibility for own actions
- B5: Reflective and analytical, solving problems with internal and external sources of intelligence and data with a commitment to using evidence to support decisions.
- B6: Collaborative, consultative and supportive to achieve marketing outcomes, good listener, shows empathy with the views of others
- B7: Strong attention to detail
- B8: Responsive and flexible, able to work at pace within deadlines balancing short and long term priorities (multitask)
- B9: Shows creativity in their approach to work

# Gateway and EPA

## EPA Weighting

Knowledge Test

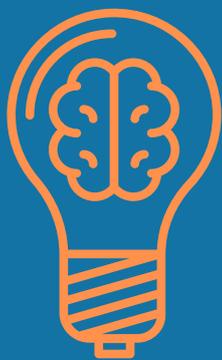
33%

Work-based Project

33%

Professional Discussion

33%



At Gateway meeting, using the portfolio of evidence the employer and assessor will agree that the portfolio of evidence and the EPA elements are complete or prepared for and meet the requirements of the standard.

### Knowledge Test

The project is compiled after the apprentice has gone through the gateway process. The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed upon between the employer and the apprentice based on guidance and examples provided by the EPAO.

### Work-based Project

The project is compiled after the apprentice has gone through the gateway process. The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed upon between the employer and the apprentice based on guidance and examples provided by the EPAO.

### Professional Discussion

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. The professional discussion can take place on the employer's premises, a suitable venue selected by the EPAO, or via videoconference. This assessment method was selected as a valid way to draw out KSBs and in particular the behaviours; which would be less likely to naturally evidence in the project report component. It is commonplace for people in this occupation to engage in detailed discussions and be able to communicate clearly so this assessment method mirrors their day-to-day work.

# PROGRESS REVIEWS



## Progress Review

The Apprentice  
Line Manager  
Tutor



## Wellbeing

Safeguarding  
Prevent  
Equality  
Diversity  
Inclusion  
Health and  
Safety



## SMART TARGETS

With all parties  
agreed, tasks  
for the next 12  
weeks are  
planned

A progress review is a 12-weekly contractual monitoring meeting between the line manager, the apprentice and the tutor

### Progress

Progress between the review and the current review is recorded in a table and the RAG rating is implemented.

### Reflection

The apprentice is required to reflect on the past 12 weeks by stating what new knowledge and skills they have learned and explained what the impact of this learning has been.

### Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

### Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to the apprentice's progress and comment on changes apprentices' work-based performance as the result of the training.

### Forward Planning

The three parties will consider the areas that will be next covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with the apprentice's duties and upcoming training.

### Career Aspirations

During the reviews the tutor will speak with the apprentice about their long-term career aspirations and offer relevant support and guidance.

# Functional Skills Overview

IA

Initial Assessment  
Completed on BKS

DA

Diagnostic Assessment  
Completed on BKS



Tutor Support



Specialist Support



Mock Tests



Tests



Certification

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A\*(4-9).

## BKS

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist BKS, established for over 20 years they are used by thousands of educators and millions of learners around the world. Apprentices are provided with online access and supported by their tutors

## Tutor Support

During coaching session tutors will assess apprentices progress on BKS and provide any additional teaching that could be required

## Specialist Support

On occasion, specialist support is needed. Sutton & District Training have a designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

## Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

## Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learners discretion, but usually in a quiet office in their place of work.

# Off the Job Training

## What can be included

### Teaching

The teaching of theory

### Training

Shadowing & Mentoring

### Learning

Learning support and time spent writing assessments

## What can't be included

### Training

Training on skills not required in the standard

### Reviews

Progress Reviews

### Functional Skills

English and Maths training is funded separately

**Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.**

## ESFA DEFINITION

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

Examples of off the job training include:

- Induction training for job role
- Induction training for your qualification
- Online learning / training
- Independent study / research
- Shadowing staff in other departments / roles
- Technical training for your role
- Time spent completing your assignments / tasks for your qualification
- Qualification workshops – Face to face or Zoom
- Attending off the job training courses

# Get in Touch To Progress

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