

Sutton and District Training

**Marketing Executive
Apprenticeship
Level 4 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



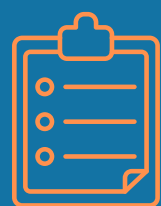
Level 4



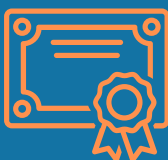
Duration
15 Months



Delivery
Virtually
In-Person



Assessment
End-Point Assessment
On Programme



Progression
Various opportunities

Marketing Executive

Level 4

Marketing is vitally important to all businesses providing the insight to develop and deliver new products and services to meet ever-changing customer needs. It is the process of researching, developing, promoting and distributing, products or services through effective channels to engage with a range of target audiences. Occupations in marketing span most industries and sectors and the 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. Marketing teams generally work with external agencies to deliver specialist elements of their marketing campaigns.

A Marketing Executive will help shape, support and deliver marketing plans, working in conjunction with the Marketing Manager who will define the overall marketing strategy. A highly audience focused role which requires creativity, communication and project management skills - these individuals are responsible for planning and executing tactical and targeted marketing activity.

Typical Job Roles

Typical job titles: Marketing Executive, Marketing Officer, Marketing and Communications Officer, Marketing Specialist, Communications Executive, Communications Specialist.

Suggested Sectors

This apprenticeship feeds into an unlimited number of marketing professions in a variety of different sectors.

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

- The fundamentals of marketing theory that support the marketing process e.g. the extended marketing mix (7P'S: Product, Price, Place, Promotion, Physical environment, Process, People), product development, and segmentation
- The concepts of brand positioning and management and implementing a process to support corporate reputation
- The principles of stakeholder management and customer relationship management (CRM), both internal and external, to facilitate effective cross-functional relationships internally, and channel and customer relationships externally
- The characteristics and plans of the business and sector they work within, including their vision and values
- How marketing contributes to achieving wider business objectives
- The target audience's decision-making process and how that can influence marketing activities
- The sector-specific legal, regulatory and compliance frameworks within which they must work, including current Data Protection regulations.
- The principles of effective market research and how this can influence marketing activity e.g. valid data collection sources and methodologies and usage, including digital sources, and when to use quantitative and qualitative methods.
- Basic principles of product development and product/service portfolios
- The marketing landscape and how routes to market interplay most efficiently, e.g. franchise model, distribution
- The features and benefits of different marketing communications channels and media, both digital and offline, and when and how to apply these.

Skills

- Coordinate and maintain key marketing channels (both digital and offline)
- Plan and deliver tactical campaigns against SMART (Specific, Measurable, Achievable, Realistic, Time-bound) objectives
- Manage the production and distribution of marketing materials, e.g. digital, print and video content as appropriate.
- Produce a wide range of creative and effective communications, including ability to write and proofread clear and innovative copy, project briefs, and give confident presentations
- Able to engage and collaborate with a wide range of clients/stakeholders, across departments internally and with clients/suppliers externally to support marketing outcomes as required.
- Use good project and time management to deliver projects/tasks/events as appropriate, effectively. Including the ability to divide time effectively between reporting, planning and delivery
- Coordinate several marketing campaigns/projects/events to agreed deadlines
- Effectively liaise with, and manage, internal and external stakeholders including suppliers to deliver required outcomes.

Knowledge and Skills



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Skills and Behaviours



Skills

- Monitor project budgets within their scope of work using appropriate systems and controls.
- Evaluate the effectiveness of marketing campaigns by choosing the appropriate digital and offline data sources.
- Assimilate and analyse data and information from a range of sources to support marketing activities
- Evaluate data and research findings to derive insights to support improvements to future campaigns.
- Effectively use appropriate business systems and software to deliver marketing outcomes efficiently, for example to analyse data, produce reports and deliver copy
- Use appropriate technologies to deliver marketing outcomes e.g. digital/web analytics, social media, CRM.

Behaviours

- A tenacious and driven approach to see projects through to completion
- Being a proven 'self-starter' and have an adaptable approach to meet changing work priorities.
- A creative and analytical mind, with a willingness to think of new ways of doing things
- They come up with ideas and solutions to support the delivery of their work.
- A willingness to learn from mistakes, as not all activities go to plan, and improve their own performance as a result.
- A high level of professionalism, reliability and dependability with a passion for the customer
- A collaborative approach is central to how they work, showing empathy and being mindful to the needs/views of others
- Ethical behaviour in the way they approach marketing activities and their work, valuing equality & diversity.

Gateway and EPA

EPA Weighting

Multiple Choice Questions

33%

Project Showcase

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.

Multiple Choice Questions

The MCT is designed to test the apprentice's underpinning knowledge as defined in the standard and Annex A. If the apprentice does not pass the MCT they will not progress onto the other stages of the EPA. Apprentices have a maximum of 90 minutes to complete the test consisting of knowledge-based questions. The MCT will be designed to cover the knowledge contained within the standard and a range of questions will be used to test that. Questions should allow for 50 marks to be awarded in total and should cover all areas of knowledge mapped to this assessment method in Annex A. The MCT will be made up of 50 single-answer responses each worth one mark (with 4 answer options for each).

Project Showcase

The Project Showcase has three marked components that together should evidence the Knowledge, Skills and Behaviours. The Project Showcase is based on a Work-based project which is undertaken by the apprentice during the EPA period. The Work-based project will be a substantive piece of work, requiring the apprentice to demonstrate their Marketing skills through the actual delivery of a marketing activity appropriate to the role of a Marketing Executive. The approach to this marketing activity should be based upon a recognised planning framework.

Professional Discussion

The Professional Discussion will conclude the end point assessment process. Over the course of 50 minutes the IA will assess the candidate's KSBs that are mapped to this apprenticeship. The IA will typically ask 4 competency-based questions enabling the apprentice to explain how KSBs were personally achieved in role, and 4 scenario-based questions.

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



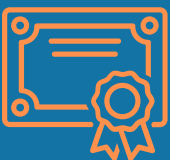
Specialist Support



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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