apprenticeship
FRAMEWORK

Marketing (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03941

Issue date: 26 September 2016

Issued by
Skills CFA

apprenticeship
FRAMEWORKS ONLINE
www.afo.sscalliance.org

Document status:
Issued

Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Marketing (England)

Contents

Framework summary 4
Framework information 5
Contact information 6
Revising a framework 7
Purpose of the framework 8
Entry conditions 11
Level 2: Intermediate Level Apprenticeship in Marketing 12
Pathway 1: Marketing 13
Level 3: Advanced Level Apprenticeship in Marketing 22
Pathway 1: Marketing 23
Equality and diversity 32
On and off the job guided learning 34
Personal learning and thinking skills 39
Additional employer requirements 42

Framework summary

Marketing

Intermediate Level Apprenticeship in Marketing

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Marketing

Competence qualifications available to this pathway:

C1 - Level 2 NVQ Certificate in Marketing

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Principles of Marketing

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Marketing

Advanced Level Apprenticeship in Marketing

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Marketing

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Marketing

Knowledge qualifications available to this pathway:

K1 - Level 3 Certificate in Principles of Marketing

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 10	**This framework includes:**
Framework ID: FR03941	Level 2 Level 3
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

This framework is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into the marketing industry and will help to up skill the workforce to meet employer skills priorities. Intermediate apprentices will work in job roles such as marketing assistant, market research assistant or events management assistant. Advanced apprentices will work in job roles such as marketing officer, advertising account executive or market researcher.

Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA, with employers, training providers, colleges and awarding organisations feeding into the development of the apprenticeships and qualifications. Employer input was gathered via online consultations and steering group meetings, which collected the views of a wide range of individuals and organisations, including the Institute of Sales and Marketing Management.

Developer of this framework

Name:	Sian Warr
Organisation:	Skills CFA
Organisation type:	Standard Setting Body
Job title:	Business Support Executive
Phone:	020 7091 9620
Email:	apprenticeships@instructus.org
Postal address:	Unit 110 Print Rooms 164-180 Union Street London SE1 0LH
Website:	www.skillscfa.org

Issuing Authority's contact details

Issued by:	Skills CFA
Issuer contact name:	Damian Brown
Issuer phone:	020 7091 9620
Issuer email:	apprenticeships@skillscfa.org

Revising a framework

Contact details

Who is making this revision:	Sachin Pindoria
Your organisation:	Skills CFA
Your email address:	apprenticeships@skillscfa.org

Why this framework is being revised

We are revising this framework in September 2016 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in September 2016 in order to:

- remove a qualification from the framework

Qualifications removed

- Future (Awards and Qualifications) Ltd Level 2 NVQ Certificate in Marketing (QCF) (600/3768/4)

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Defining apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the sector

Over half a million people work in marketing occupations in England, with the industry playing an essential role in ensuring the success of public, private and not-for-profit organisations across all sectors of the economy. The marketing industry includes the marketing of traditional goods and services, conferences and events, market research and social marketing.

The marketing industry is extremely competitive and is driven by the need to develop both innovative and cost-effective methods of working whilst keeping pace with rapidly changing consumer preferences.

The key drivers of change in the marketing profession reflect this dynamism and include:

1. technological change which have in turn stimulated changing skills demand throughout the workforce. Most significantly, the demand for IT skills has increased in order to supplement new media and graphic design trends in marketing practice
2. relationship marketing - a strong emphasis upon client retention which has created demand for communications-based skill sets amongst marketing personnel
3. social marketing - a focus on social responsibility and sustainable marketing practice which demands strong communication skills.
4. policy and legislation – heavy regulation of consumer protection and advertising.

Other challenges which face employers and which impact on recruitment, retention and profitability include:

- employment entry routes are currently more aligned to graduates, with 35% of workers having been through HE or holding a professional qualification
- there are very few workers below the age of 20, meaning employers are not tapping into potential from younger applicants
- the market research specialism tends to employ the highest proportion of temporary workers, which can act as a disincentive to job applicants
- around a third of employers experience difficulty in recruiting for specific positions because applicants lack the skills or experience required
- major roles affected by skills shortages in marketing tend to centre on first line management, senior marketing managers and senior brand managers who need IT, digital and media skills
- skills gaps for market research include technical and research design skills, product design, leadership and people skills.

The Marketing Apprenticeship has been designed to address the challenges outlined above for employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into the marketing industry and help to up skill the workforce to meet employer skills priorities.

Intermediate apprentices are likely to work in job roles such as marketing assistant, market research assistant or events management assistant; undertaking a range of activities which might include collecting market research data, analysing competitor activity, contributing to marketing campaigns, planning and organising an event or exhibition and using a range of digital technologies.

Advanced apprentices are likely to work in job roles such as marketing co-ordinator, junior marketing executive/officer, advertising account executive or market researcher; undertaking a range of activities which might include conducting market research, designing and evaluating marketing plans, contributing to advertising and promotional campaigns and events, maintaining a portfolio of products and managing budgets.

Aims and objectives of this framework (England)

To provide employers in England with a high quality, nationally recognised programme which will attract new talent into the marketing industry and up skill the existing workforce to make businesses more productive, efficient and profitable.

The main objectives are to:

1. Build a competent workforce, providing organisations with the staff needed to increase productivity and efficiency

2. Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in Marketing
3. Equip individuals with the skills, knowledge and experience needed to enter into Marketing roles in a range of business settings
4. Provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.

Entry conditions for this framework

There are no mandatory entry requirements for this apprenticeship framework. However, employers are looking to attract apprentices who have a strong interest in working in marketing or market Research. They are particularly interested in those who have an aptitude for design, an understanding of digital and communications technology and have confident communication skills on which the apprenticeship will build.

Entrants will come from a diverse range of backgrounds and will have a range of experiences, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of an apprenticeship. Examples may include learners who have:

- held a position of responsibility at school or college; OR
- undertaken work experience, voluntary work or a work placement; OR
- completed the Duke of Edinburgh Award or similar award; OR
- undertaken learning in the Foundation Learning Curriculum; OR
- achieved QCF Awards, Certificates or Diplomas; OR
- achieved a (14 - 19) Foundation or Higher Diploma; OR
- achieved GCSEs or A levels.

Apprentices who are undertaking the Marketing Advanced Apprenticeship are likely to have some prior experience in a marketing or market research role, although this is not a formal requirement.

Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Marketing

Pathways for this framework at level 2

Pathway 1:	Marketing

Level 2, Pathway 1: Marketing

Description of this pathway

Intermediate Level Apprenticeship in Marketing

Total minimum credit value for this pathway **51** credits:

- Competence qualification - 21 credits
- Knowledge qualification -15 credits
- Transferable skills - 15 credits (English, mathematics and ICT).

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Event Management Assistant	Day-to-day liaison with sponsorship clients, supporting the organisation of events, preparing event speakers, helping to source suppliers and the on-the-day support of a wide range of event activities
Junior Marketing Executive	Developing working relationships with stakeholders, communicating with target audience, producing marketing materials, writing marketing copy, supporting designers, helping organise events and conducting market research
Market Researcher	Liaising with clients, conducting research, supporting questionnaire development, carrying out surveys and supporting focus groups, analysing and interpreting data and presenting results

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Marketing					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/0925/1	City and Guilds of London Institute	21	82-129	N/A
C1b	600/2933/X	Pearson Education Ltd.	21	82-129	N/A
C1c	601/6767/1	BIIAB	21	82-129	N/A
C1d	601/7766/4	TQUK	21	82-129	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Principles of Marketing					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/0928/7	City and Guilds of London Institute	15	116-117	N/A
K1b	600/3575/4	Pearson Education Ltd.	15	116-117	N/A
K1c	600/4130/4	Future (Awards and Qualifications) Ltd	15	116-117	N/A
K1d	601/6766/X	BIIAB	15	116-117	N/A
K1e	601/7765/2	TQUK	15	116-117	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

K1a - K1d provides the underpinning knowledge and understanding for the competence qualifications C1a - C1d.

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in ICT*	E	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	C	N/A
A' Level or AS Level qualification in ICT**	E	N/A

** achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

*** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT is included within the intermediate apprenticeship.

Progression routes into and from this pathway

Progression into the Intermediate Apprenticeship in Marketing:

Progression into this intermediate apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such

routes will include having:

- undertaken learning in the Foundation Learning Curriculum
- achieved QCF Awards, Certificates or Diplomas, either in marketing related areas or in sector specific areas
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSEs or A Levels.

Learners may also progress into the intermediate apprenticeship without prior qualifications.

Progression from the Intermediate Apprenticeship in Marketing

Intermediate apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 3 Advanced Apprenticeship in Marketing
- other level 3 Advanced Apprenticeships such as Sales & Telesales or Management
- the Advanced (14 – 19) Diplomas in a range of related sectors, including Business, Administration and Finance, Public Services and Retail Business
- further education to undertake marketing, social research or other qualification.s

With additional training, apprentices may be able to progress in their careers to roles such as marketing co-ordinator, junior marketing executive/officer, advertising account executive or market researcher.

Employee rights and responsibilities

Employee rights and responsibilities are embedded within the Level 2 Certificate in Principles of Marketing, which automatically covers the key Employee Rights and Responsibilities, as follows:

ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Learners may also choose to undertake the Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org), although this is not a mandatory requirement within this pathway. The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhancing the employability skills of the apprentice.

Evidence of achievement of ERR

There is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. If the ERR component has been achieved, please mark the relevant tick box on ACE. However, we recommend that an internal record of ERR achievement is retained.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Marketing

Pathways for this framework at level 3

Pathway 1:	Marketing

Level 3, Pathway 1: Marketing

Description of this pathway

Advanced Apprenticeship in Marketing

Total minimum credit value for this pathway is **71** credits:

- Competence qualification - 37 credits
- Knowledge qualification - 19 credits
- Transferable skills - 15 credits (English, mathematics and ICT).

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

However, it is likely that advanced apprentices will have some prior experience in a marketing or market research role to allow them to complete the advanced apprenticeship, although this is not a formal requirement.

Job title(s)	Job role(s)
Advertising Account Executive	Handling a wide range of marketing activities for client's campaigns including direct mail, email, exhibitions, press advertising and market research and developing & sustaining good client relationships
Marketing Assistant; Marketing Co-ordinator; Marketing Officer	Supporting marketing campaigns through planning and undertaking market research, organising the distribution of information and messages, supporting event management, drafting press releases, dealing with clients and supporting colleagues
Marketing Manager	Supporting the organisation through leading on a range of marketing tasks, including monitoring and assessing market trends, studying competitors' products and services, exploring ways of improving existing products and services, identifying target markets and communicating with them
Market Research Executive	Co-ordinating research projects, analysing published data and statistics, evaluating past performance of products and services and undertaking direct market research through various mechanisms such as interviews, focus groups and consultation events
PR Officer	Using different media and communications to communicate developed messages, writing promotional material and press releases, producing brochures, leaflets and videos, organising press briefings and news conferences and setting up exhibitions and conferences

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Marketing					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/0926/3	City and Guilds of London Institute	37	115-207	N/A
C1b	600/2850/6	Pearson Education Ltd	37	115-207	N/A
C1c	601/6770/1	BIIAB	37	115-207	N/A
C1d	601/7768/8	TQUK	37	115-207	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Principles of Marketing					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/0929/9	City and Guilds of London Institute	19	134-158	N/A
K1b	600/3576/6	Pearson Education Ltd	19	134-158	N/A
K1c	601/6768/3	BIIAB	19	134-158	N/A
K1d	601/7767/6	TQUK	19	134-158	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

K1a - K1c provides the underpinning knowledge and understanding for the competence qualifications C1a - C1c.

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	C	N/A
A' Level or AS Level qualification in ICT**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT is included within the advanced apprenticeship.

Progression routes into and from this pathway

Progression into the Advanced Apprenticeship in Marketing

Progression into this advanced apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such

routes will include having:

- undertaken a Level 2 Intermediate Apprenticeship in Marketing
- other Level 2 Intermediate Apprenticeships, such as Sales and Telesales or Team Leading
- achieved QCF Awards, Certificates or Diplomas
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSEs or A Levels.

Learners may also progress into the advanced apprenticeship without prior qualifications.

Most learners progressing into the Advanced Apprenticeship in Marketing have some prior experience in a marketing or market research job role, although this is not a formal requirement. Learners who do not have any prior experience in a marketing or market research job role may be better suited to the Intermediate Apprenticeship in Marketing, although all individuals should be judged on their own merits, experiences and capabilities.

Progression from the Advanced Apprenticeship in Marketing

Advanced apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 4 Higher Apprenticeship in Business & Professional Administration
- the Level 5 Higher Apprenticeship in Leadership & Management
- the Level 4 Higher Apprenticeship in Social Media and Digital Marketing
- further or higher education to undertake marketing related or other qualifications, including Foundation degrees
- a range of marketing management undergraduate programmes
- a range of marketing professional qualifications at level 4 and above.

With additional training, advanced apprentices may be able to progress in their careers to roles including marketing manager, marketing account manager or research manager.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Employee rights and responsibilities are embedded within the Level 3 Certificate in Principles of Marketing, which automatically covers the key Employee Rights and Responsibilities, as follows:

ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Learners may also choose to undertake the Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org), although this is not a mandatory requirement within this pathway. The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhancing the employability skills of the apprentice.

Evidence of achievement of ERR

There is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. If the ERR component has been achieved, please mark the relevant tick box on ACE. However, we recommend that an internal record of ERR achievement is retained.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

According to national statistics data, the Marketing industry employs approximately even numbers of male and female professionals, although there are slightly more males employed within the industry (54%). This figure varies considerably depending upon which sector of the economy and job level is being considered, as well as the job role itself. The workforce includes relatively equal numbers of workers across all age groups, although there are relatively few younger workers, particularly when compared to the Sales industry.

The ethnicity of the Marketing workforce is skewed towards an overrepresentation of white professionals (94%), with underrepresentation of Black and Minority Ethnic professionals when compared to the UK population as a whole.

The workforce is dominated by full-time roles, which may be a factor in explaining the slightly lower proportion of female Marketing professionals. Research suggests that part-time roles across all industries tend to be relatively favoured (on aggregate) by female members of the workforce.

There is no data available on the proportion of the Marketing workforce that has a disability or learning difficulty.

Research suggests that the imbalances within the industry may be caused by a number of factors, including:

- a strong preference for graduate status as a requirement for entry into the profession which may deter younger people from applying
- perceptions that some roles within the Marketing industry are geared towards male or female individuals due to gender stereotyping (for example Graphic designers are predominantly male, whilst Conference and Exhibition Managers are predominantly female)

The development of this apprenticeship framework aims to mitigate these potential factors by developing an open, clear and fit-for-purpose Apprenticeship framework that provides a non-graduate entry route into the profession and supports recognised progression routes through the profession.

As the UK workforce and customer base becomes more diverse, the Marketing industry needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but an awareness of the potential for different and more creative approaches that diversity in general brings.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into the Marketing industry. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the Apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the industry, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

Download the guidance on the Equality Act here.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

Level 2 Marketing Intermediate Apprenticeship

The minimum Guided Learning Hours (GLH) for the Marketing Intermediate Apprenticeship is 421 hours. It is expected that the apprenticeship will last a minimum of 12 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the apprenticeship takes, the minimum 421 hours of Guided Learning must be met.

Level 3 Marketing Advanced Apprenticeship

The minimum Guided Learning Hours (GLH) for the Marketing Advanced Apprenticeship is 472 hours. It is expected that the apprenticeship will last a minimum of 18 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the apprenticeship takes, the minimum 472 hours of Guided Learning

must be met.

Guided Learning Hours can be attached to both the accredited and un-accredited parts of the apprenticeship, and will include, for example, inductions, discussions on the ERR national outcomes or workbook, reviews, training, the qualifications, career discussions, Personal Learning and Thinking Skills (PLTS), Functional Skills or Key Skills and any other activities which help the apprentice gather the required skills and underpinning knowledge needed within their job role.

It is recommended that a plan is developed at the outset of the apprenticeship programme to determine how the Guided Learning Hours requirements will be met.

Minimum off-the-job guided learning hours

Level 2 Intermediate Apprenticeship in Marketing

The total off-the-job Guided Learning Hours for the Intermediate Apprenticeship in Marketing is 147 hours, made up as follows:

- 45 hours for Functional/Key skills (15 hours per Functional/Key Skill)
- 58 hours (minimum) for the knowledge based qualification
- 20 hours for activities including inductions, ERR workbooks and Personal Learning and Thinking Skills
- 24 hours of off-the-job coaching and mentoring to support the apprentice.

Level 3 Advanced Apprenticeship in Marketing

The total off-the-job Guided Learning Hours for the Advanced Apprenticeship in Marketing is 156 hours, made up as follows:

- 45 hours for Functional/Key skills (15 hours per Functional/Key Skill)
- 67 hours (minimum) for the knowledge based qualification
- 20 hours for activities including inductions, ERR workbooks and Personal Learning and Thinking Skills
- 24 hours of off-the-job coaching and mentoring to support the apprentice.

How this requirement will be met

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- individual and group teaching

- coaching
- distance learning
- e-learning
- feedback and assessment
- guided study
- learning with peers/networked or collaborative learning
- mentoring.

Off-the-job Guided Learning Hours must:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours.

It should be noted that the Guided Learning Hours attached to the Functional Skills and the knowledge qualifications are split between off-the-job and on-the-job learning hours. The expectation is that apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of off-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. The Apprentice Declaration & Authorisation Form requires apprentices to acknowledge that they have received the minimum levels of GLH, as required by the framework. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE (https://acecerts.co.uk/).

Minimum on-the-job guided learning hours

Level 2 Intermediate Apprenticeship in Marketing

The total on-the-job Guided Learning Hours for the Intermediate Apprenticeship in Marketing is 274 hours, made up as follows:

- 90 hours for Functional/Key skills (30 hours per Functional/Key Skill)

- 82 hours (minimum) for the competence based qualification
- 58 hours (minimum) for the knowledge based qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills.

Level 3 Advanced Apprenticeship in Marketing

The total on-the-job Guided Learning Hours for the Advanced Apprenticeship in Marketing is 316 hours, made up as follows:

- 90 hours for Functional/Key skills (30 hours per Functional/Key Skill)
- 115 hours (minimum) for the competence based qualification
- 67 hours (minimum) for the knowledge based qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills.

How this requirement will be met

On the job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends being guided whilst undertaking normal activities as part of their job role, and which provide opportunities to learn, develop and practice skills.

On-the-job Guided Learning Hours must:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours.

It should be noted that the Guided Learning Hours attached to the Functional/Key Skills and the knowledge qualifications are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of on-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. The Apprentice Declaration & Authorisation Form requires apprentices to acknowledge that they have received the minimum levels of GLH, as required by the

framework. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE (https://acecerts.co.uk/).

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory units of the competence and knowledge qualifications to demonstrate where these skills are likely to naturally occur. This mapping can be downloaded from the Skills CFA website.

Where the mapping shows PLTS are not fully covered by the mandatory units of the competence and knowledge qualifications, the PLTS must be integrated into the apprenticeship programme either within the competence and knowledge qualifications themselves, or within other areas of the programme, such as the ERR workbook, Functional Skills, or through the general activities performed by the apprentice in the course of their job role or apprenticeship.

A Guide for Practitioners has been developed by Skills CFA to provide additional information on how to integrate the achievement of all 6 PLTS, which is available from the Skills CFA website. The guide focuses on the importance of introducing PLTS during induction so that apprentices can learn to recognise for themselves when and how the PLTS are being demonstrated. The guide also includes an example of how the PLTS can be mapped to a sample of optional units.

As PLTS is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking skills encompass:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through

- adapting ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning skills encompass:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working skills encompass:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others

- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation skills encompass:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org