



HELP SHAPE THE FUTURE OF MARKETING

What a Marketing T Level student could bring to your organisation during an industry placement

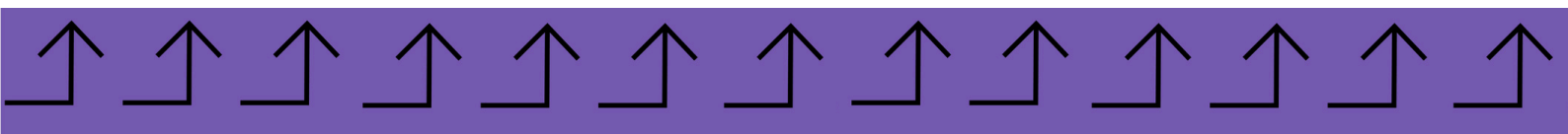
T Level students are still learning. They are not expected to arrive with the confidence, technical skills or independence of an experienced employee or apprentice.

Instead, the placement is an opportunity for them to gradually build their confidence and understanding through real tasks, with support and supervision. For employers, Marketing T Level students can bring creativity, curiosity, digital confidence and fresh ideas. They may also offer useful insight into younger audiences, social media trends, online communication and how different audiences engage with content.

Students can contribute to content, communication, campaigns, research and audience engagement while developing their understanding of how marketing works in practice.

This can be valuable for organisations of all sizes, including smaller employers or teams without a dedicated marketing function.

Every student and every workplace is different, but these examples provide an indication of the kinds of activities, support and progression that are typical. Many employers tell us that what matters most at the start is not polished marketing expertise, but attitude, creativity, organisation, willingness to learn and the confidence to contribute ideas.

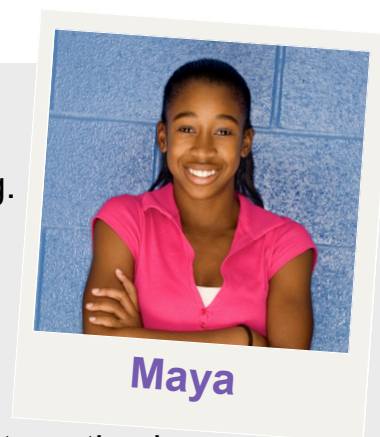


Think of this student as someone who is:

- interested in marketing, communication and digital content
- confident using everyday digital tools and platforms
- creative, curious and willing to learn
- still building confidence in professional environments
- capable of much more by the end of the placement than at the beginning

Meet a typical student

Maya Roberts is 17 and studying a T Level in Marketing. She is interested in social media, branding and how organisations communicate with different audiences. Outside college, she enjoys creating content for social media, following digital trends and helping promote events for local groups and activities. She also has a part-time weekend job in a café, where she has started to notice how customer service, loyalty offers and online reviews influence how people choose where to spend their money.



Maya is creative, organised and confident using digital platforms. She enjoys coming up with ideas and is happy to try new tools, but can sometimes lack confidence presenting her ideas in professional meetings or unfamiliar environments. She may need encouragement at first, but responds well to clear feedback and practical examples.

At college, she has been introduced to marketing principles, customer behaviour, campaign planning, digital marketing, branding, communication and analysing audience engagement. She is keen to understand how marketing activity works in real organisations and contribute to live projects.

Example student profile shown for illustration purposes using stock imagery.

What students are likely to know already

Students may begin placement at different stages of their programme depending on how the school or college has structured delivery. Before placement, students should usually have been introduced to relevant knowledge, skills and professional behaviours that help them begin contributing with support and supervision.

Employers are encouraged to discuss what students have already covered, what they are ready to practise and what support they may still need.

Students are likely to have developed some awareness of:

Students may have explored	This could help them begin to understand
Marketing principles	Why organisations use marketing and communication
Customer behaviour	How different audiences may respond to messages
Branding	Why tone, image and consistency matter
Digital marketing	How social media, websites and email can support engagement
Campaign planning	How activity is planned, delivered and reviewed
Research	How customer, audience or competitor insight can inform decisions
Content creation	How words, images and digital content are used to communicate
Professional behaviours	How to communicate, work in a team and respond to feedback

They will still need help applying this knowledge in a real workplace. Employers should not expect them to arrive understanding how their organisation's systems, processes, brand guidelines or communication approaches work.



What students are likely to be ready for

Students are not expected to be fully work-ready from day one. However, most will be ready to start with simple workplace expectations and gradually take on more responsibility.

At the start of the placement	With support and supervision	By the end of the placement
Follow workplace expectations and communication approaches	Support social media or digital content activity	Contribute more confidently to routine marketing activity
Observe meetings, campaigns or marketing discussions	Help create or schedule content	Work more independently on routine content or campaign tasks
Complete simple administrative or organisational tasks	Support customer, audience or market research	Understand how marketing activity supports organisational goals
Introduce themselves professionally and contribute ideas when encouraged	Help review campaign performance or engagement data	Demonstrate stronger communication and professional confidence
Observe how teams communicate with customers or audiences	Contribute to events, promotions or engagement activity	Use marketing tools, systems and platforms with greater confidence
Follow brand and communication guidelines	Support campaign planning or project activity	Contribute ideas more confidently during planning discussions
Observe how marketing teams analyse audience behaviour	Support website, newsletter or communication activity	Show greater organisation, creativity and commercial awareness



Example tasks and projects

The kinds of activities below are examples of the ways a student could contribute to your organisation during a placement.

Around the workplace or organisation

- supporting meetings, events or campaign preparation
- organising marketing materials or digital assets
- helping prepare presentations or communication materials
- supporting administrative or organisational activity
- updating records, schedules or content planners
- helping maintain brand consistency across materials
- meeting colleagues from different teams to understand how the organisation works

Supporting marketing activity

- supporting social media or digital content activity
- helping create or schedule posts and communications
- drafting simple website updates, captions or newsletter content
- supporting website, email or newsletter activity
- carrying out customer, audience or competitor research
- helping gather engagement data or campaign feedback
- supporting events, promotions or audience engagement activity
- observing how campaigns are planned, delivered and reviewed
- contributing ideas during planning or content discussions
- helping promote events, services or community activity
- supporting customer communications where appropriate and supervised

These activities can work well in larger marketing teams, but they can also be useful for SMEs or organisations without a dedicated marketing department.

Small team projects and collaborative activities

Students may work together in small groups on an activity or project set by you. This could involve researching an audience, reviewing competitor activity, planning a short campaign, developing promotional ideas or creating draft content linked to a real organisational need.

The project may take place in your workplace, remotely, or from the school or college site. You will help shape the brief, set expectations, provide feedback and help students understand how their work links to real marketing or communication activity.

What the first five days might look like

The first five days are usually about helping the student settle in, build confidence and understand how your organisation works. These days may happen in one week or across several weeks, depending on the placement model.

Many employers find it works best to start slowly, with observation, communication and simple supervised tasks before introducing more responsibility.

Stage	Typical focus
Placement day 1 – Introduction	Meet the team, understand the organisation, discuss workplace expectations, communication styles and support arrangements.
Placement days 2–3 – Observation and participation	Observe meetings or campaign activity, review examples of previous work and complete simple supervised activities.
Placement days 4–5 – Building confidence	Begin contributing to small tasks, share ideas during discussions and start becoming familiar with systems and processes.

Some employers also arrange a short introductory visit before the placement begins, helping the student feel more confident before their first day.

What a successful placement could look like by the end

By the end of the placement, many students are able to work with greater confidence, contribute more independently and take on more responsibility within agreed limits.



Confidence

By the end of placement, many students communicate more confidently and feel more comfortable contributing in professional environments.

- contribute ideas more confidently during discussions
- communicate more comfortably with colleagues
- understand workplace expectations more clearly



Contribution

Students are often able to contribute more independently to routine activity and support wider team objectives.

- support routine marketing or communication activity
- complete agreed tasks with less supervision
- support content, campaign or audience activity



Understanding

Students often develop a stronger understanding of how marketing supports wider organisational goals.

- understand audience and customer engagement
- recognise how campaigns support organisational priorities
- reflect more confidently on marketing careers



Professionalism

Many students become more organised, reliable and confident using workplace systems and processes.

- use tools and systems with greater confidence
- manage simple tasks more independently
- demonstrate stronger organisation and professionalism





What support students may need

Like any new member of staff, students are likely to benefit from some support and guidance, particularly at the start of the placement.

This may include:

- clear explanation of brand expectations and communication approaches
- examples of how systems, tools and processes are used
- opportunities to ask questions
- regular feedback and reassurance
- support prioritising and organising work
- encouragement to contribute ideas and participate in discussions

The level of support needed should reduce over time as the student becomes more familiar with the organisation, the team and the tasks they are being asked to complete.



A quick reality check

Students are still learning. At the beginning of the placement, they are unlikely to be ready to:

- manage external communications without supervision
- make decisions about brand strategy or budgets
- work without guidance or support
- take responsibility for high-risk or sensitive marketing activity

This does not mean they cannot add value. It simply means they will need clear tasks, support and feedback while they build confidence.



How this could link to an apprenticeship, university or future job

For many employers, a T Level placement can be the start of a longer-term talent pipeline.

It may help a student progress into:

- a multi-channel marketer apprenticeship
- a content creator apprenticeship
- a digital marketing role
- further study in marketing, communications or business
- university study linked to marketing, media or digital disciplines
- employment within marketing, communications or customer engagement roles

