THE APPRENTICE and TRAINING PARTNERSHIP

There is nothing standard about the new apprenticeship Standards!
In 2017 modern apprenticeships underwent a major overhaul. Apprenticeships now represent the very best in vocational Further Education programmes and benefit the widest range of employees and employers for new career starts, upskilling for progression or changes in career direction.

Programme Overview:

Projects are defined and delivered within different contexts, across all industry sectors. Whether large scale or small every project needs to be managed to ensure success. This apprenticeship teaches how to set objectives, how to achieve them, timescales, costs, and how to work within the project team effectively. Associate project managers can plan, organise, lead, manage and communicate to a very high standard. An associate project manager utilises resources with suitable skills, qualifications, experience and knowledge to work with a motivated well co-ordinated and integrated team, with clearly defined reporting lines, roles, responsibilities and authorities.

Who is it for?

The role must include accrual projects instead of a business as usual role with project elements. Typical job titles include (but are not limited to);

- Assistant or Junior project manager
- Project team leader
- Project manager

Entry Requirements:

Entry requirements exist for all funded Further Education programmes. These ensure the value, gain and success of the programme. The ATP will conduct the processes with employers and prospective apprentices to determine correct funding eligibility.

Job role eligibility (known as Competency Role Map):

The job role must contain opportunity for an apprentice to practice the content set out in the apprenticeship Standard to achieve vocational competency. Apprentices must have the opportunity to practice the knowledge taught in training sessions in order to convert new knowledge in to sustainable skills applied in the workplace.

Each apprenticeship requires a portfolio of evidence this will showcase the apprentice's work and will be reviewed by the apprenticeship assessment organisation to determine how well new knowledge has been successfully utilised vocationally. If a job role is close to the eligibility criteria we will consult with employers to see if adjustments can be made to ensure criteria is met.

Initial assessment of existing knowledge and skills:

A prospective apprentice must stand to gain significant knowledge and skills from an apprenticeship. If the apprenticeship is too advanced for them or if they already know much of the knowledge and skills the apprenticeship would provide then they may not be eligible for the funding.

The ATP will review existing qualifications, knowledge and skills to determine if the prospective apprentice will benefit from the proposed apprenticeship such that it meets the funding criteria. In most instances this is very straightforward, however in some instances funding can be specially authorised for reduction in order to fund the parts of an apprenticeship that would be relevant. The ATP will provide the assessment for these possibilities.

The Level 4 Associate Project Manager apprenticeship is highly technical, so whilst employers can select their own entry criteria, they should include; at least 5 GCSEs including English and Mathematics and hold a minimum of 120 UCAS points, or equivalent as a minimum to help ensure success.

In many cases this type of apprenticeship can demand a higher capability of English and maths than is taught at GCSE or A-Level. For example, advanced report writing, budgeting, complex structured explanations and/or advanced formulae and statistics. The ATP will provide both functional and advanced English and maths diagnostics and teaching to ensure each apprentice is fully supported in these areas.

Programme Duration:

This apprenticeship is delivered over 16 months for full-time employees. For part-time employees the term is extended depending on the contracted hours.

Standard Delivery Model:

Apprenticeship training is delivered through a blend of weekly live web-based classrooms and regular face-to-face mentoring sessions that are held on a one-to-one basis in the workplace.

These live classrooms are held through Microsoft Teams. This software provides the full suite of educational tools including everything you would find in a conventional classroom and more e.g. live open interactions, private breakout rooms, note and question queues and interactive illustration boards. We can also use movie green screen technology for lesson illustrations.

A full timetable for the training, mentoring, exams and assessments is provided at the outset. Progress is reviewed at 12-week intervals in a meeting between the mentor, apprentice and employer (typically the apprentice's line manager).

Employers and apprentices have full visibility of progress in real-time by accessing the e-portfolio system, alternatively regular updates can be provided by other means if preferred.
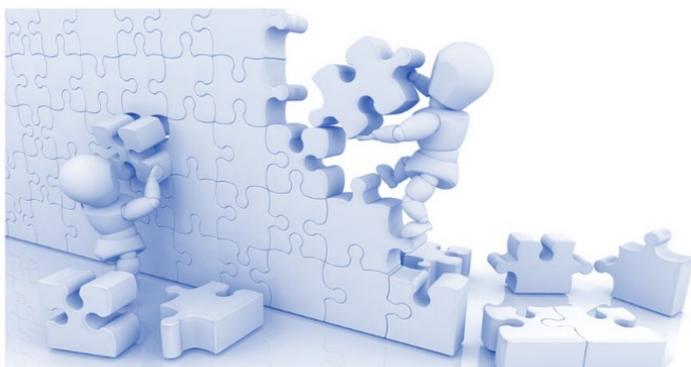
End Point Assessment (EPA):

Aside from qualifications that can be obtained by doing an apprenticeship, the most important and valuable goal is what has been achieved during the programme.

Successful apprentices will obtain a Pass, Merit or Distinction in their apprenticeship. The way a Pass, Merit or Distinction is determined is at a stage called End Point Assessment which takes place once all the leaning has been completed. Like all examinations, a mock will take place before the final assessment.

Once all components of the apprenticeship have been achieved including the mock, a final review is conducted to ensure everything has been covered, this is called Gateway. Then the apprentice will undergo their End Point Assessment.

The EPA for this programme consists of:

1. Portfolio of Evidence demonstrating work on projects covering a minimum of 15 of the 17 learning criteria

2. Employer Reference built over the course of the apprenticeship during the 12 week reviews, covering all 15 selected learning criteria

3. Presentation covering 5 of the learning criteria

4. Professional Discussion covering the remaining 10 learning criteria, supported by the portfolio of evidence which is used as a reference point during the discussion. This is where apprentices get to really showcase what they have done and impress the assessor with their work.

Programme Structure:

Technical Competencies:

- Governance - Different types of organisational structures and responsibilities, functions and project phases in different types of project. How governance should be applied to ensure successful projects delivery. The significance of the project management plan (PMP)

- Stakeholder management - Understanding, utilising and influencing perspectives, interests and levels of influence upon project outcomes

- Communication - Project context, communication plan, its effectiveness in managing stakeholders. Factors that can affect communications such as cultural and physical barriers

- Consolidated planning - Purpose and formats for consolidated plans to support overall management, taking account of lessons learnt and how plans balance fundamental elements of scope, schedule, resources, budgets, risks and quality requirements

- Leadership - Vision and values for a project and how they link to objectives; effective communication and reinforcement to team members and stakeholders. Leadership styles, qualities and impact of motivation on team performance. Characteristics of working environments that encourage and sustain high performance

- Budgeting and cost control - Funding, estimating, costs including overheads, direct and indirect, fixed and variable and overall project budget. Tracking systems for costs, accruals and commitments, alternative cost breakdowns providing for graphical representations, and performance management

- Business case and benefits management - Preparation and maintaining business cases, including benefits management

- Scoping - Requirements management, and evaluation of various methods learning from experience to improve go forward delivery. Project scope change control, baseline change management and configuration management

- Scheduling - Scheduling and estimating activity including quality assessment. Progress monitoring and metrics to assess work performed against the schedule. Schedule management methods to evaluate and revise activities to raise confidence in delivery

- Resource management - Resource analysis, allocation and acceptance

- Risk and issue management - Needs and implementation of a risk management plan. Methodologies and techniques to identify and prioritise threats and opportunities. Risk mitigation actions to minimise impacts and optimise benefit of opportunities

- Contract management and procurement – The nature of and implications for contracting with other parties. Procurement processes. Legal and ethical means for managing contracts.

- Quality management - Assurance and improvement processes. Outcomes of a quality management plan, metrics for processes and quality standards.

- Context - Different contexts in which projects can be delivered, incorporating health, safety, and environment management. Interdependencies between projects, programmes and portfolio management. Phases and review points, across project life cycles

Technical Knowledge and Understanding:

- Governance - Techniques for monitoring and reporting cycles to track, assess and interpret performance analyse status and manage information

- Stakeholder and communications management - Manage stakeholders, according to their level of influence and particular interests. Manage conflicts and undertake negotiations. Communicate to a variety of different audiences. Contribute to negotiations on project objectives

- Budgeting and cost control - Develop and agree budgets. Analyse forecast vs actual costs against budgets and influence. Support funding submissions. Use systems for costs, accruals, committed costs and structures for alternative cost scenarios

- Business case - Contribute to preparation, maintenance and achieving required objectives

- Scope management - Determine, control and manage changes to the scope of a project, including assumptions, dependencies and constraints

- Consolidated planning - Consolidate and document fundamental project components. Monitor progress against the consolidated plan, refine and implement change control process as appropriate

- Schedule management - Prepare and maintain schedules for activities aligned to project delivery

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

- Risk, and issue management - Identify and monitor risk and opportunity. Plan and implement countermeasures. Contribute to risk management plan. Respond to and manage issues within the defined governance structure

- Contract management and procurement - Facilitate procurement processes, contribute to contract definitions, terms and contract management

- Quality management - Develop quality management plans. Manage project assurance and contribute to peer reviews. Utilise an organisation's continual improvement process including lessons learned

- Resource management - Develop resource plans for project activities, acquire and manage resources including commitment acceptance and progress monitoring

Underpinning Skills, Attitudes and Behaviours:

An associate project manager will be taught:

- Collaboration and team work - Understands and is effective as part of an integrated team

- Leadership - Sets example, communicates direction, and supports vision for project delivery

- Effective and appropriate communication - Working effectively with others, taking account of diversity and equality. Influences and facilitates effective team performance

- Drive for results - Demonstrates clear commitment to achieving results, and improving performance, integrity, ethics, compliance and professionalism

- Promotes the wider public good, acts morally, legally and socially responsible. Promotes and models the highest standards of integrity, ethics, trust and continued development

Professional Qualifications:

Association of Project Management PMQ.

Ask about:

PRINCE2 add on options.

Professional Membership:

Upon commencement, apprentices may become student members of the Association for Project Management (APM) as the first step of professional membership. Apprentices will be eligible for progression to associate membership upon successful completion of the apprenticeship. Full membership can be attained through further experience and professional development.

Next steps:

To configure an ideal apprenticeship we will meet with you face to face or over zoom to discuss your requirements, present the options and collaborate to determine the best apprenticeships to meet your needs. We will provide ongoing support including:

- Recruitment of apprentices

- Quality assured Information Advice and Guidance

- Updates and information on legislation and funding

- Support and guidance for apprentice and employer throughout the apprenticeship

- Access to a comprehensive suite of resources and support material via OneFile

- Industry specialist qualified trainers and mentors