Specification

Level 4 Associate Project Manager v1.5

Contents

Innovate Awarding

Meet our Managing Director

Welcome to the Level 4 Associate Project Manager Apprenticeship. Our Innovate Awarding EPA Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

Charlotte Bosworth

About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

https://innovateawarding.org/end-point-assessment/apprenticeship-standards/

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.

- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.

- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 4 Associate Project Manager apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 18 months on-programme, working towards the Level 4 Associate Project Manager Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last five months, consisting of:

- Written project report with presentation and questioning
- Professional discussion underpinned by a portfolio of evidence

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The Apprentice

This occupation is found in small, medium, and large organisations within the public, private and third sectors. Associate project managers work in all sectors such as government, retail, food and drink, infrastructure, education, charities, research, and banking. The working environment can vary from being in an office, on site, at client, and contactor's locations and working remotely.

The broad purpose of the occupation is to contribute to the successful delivery of a project, ensuring its scope and benefits are achieved as planned. They do this primarily by identifying, resourcing, scheduling, and monitoring the activities that need to happen in a certain sequence and timescale. They monitor the project objectives and milestones and adjust plans in accordance with evolving circumstances.

Associate project managers are key to enabling organisations meet their business goals by successful project delivery. Projects can be large or small and deliver a required product that either creates something new or improves efficiency and effectiveness, such as designing and constructing a new motorway or implementing a new IT system. Projects are diverse in nature and could involve anything from banking through to construction. Many organisations deliver their own projects, using in-house associate project managers to work on scope they might be already familiar with. Some associate project manager's work on a contract basis or for specialist organisations that deliver outsourced project work on behalf of clients.

In their daily work, an employee in this occupation interacts with a range of internal stakeholders including members of their own team and other departments such as IT, legal, finance, strategy, HR, operations, commercial, marketing, sustainability, senior management, and governing decision-making bodies. They also interact with a range of external stakeholders such as members of the public, investors, customers, regulators, suppliers, auditors, and partners. They will typically report to the Project Manager who ensures the delivery of the project scope.

An employee in this occupation will be responsible for identifying, defining, and delivering some or all the aspects of a projects lifecycle within the limits set by the project manager. Associate project managers work on their own and in a range of team settings.

They may contribute to the drafting of business cases that justify why a project is required. They will collaborate with stakeholders to negotiate and allocate project activities to members of the integrated project team.

The Associate project manager will be monitoring progress using relevant project tools and techniques and is also responsible for quality assuring work to completion. They will report on progress and adapt plans as needed. They will apply

codes of practice, legislation, and regulation in respect of the organisation's areas of operation. This will apply not only to legal and ethical responsibilities but will include the central placement of inclusion and sustainability. Associate project managers manage conflicting project and current political objectives such as net carbon zero, and risk management to influence successful outcomes.

They work within agreed budgets and available resources, and work without high levels of supervision, usually reporting to the project manager. They may occasionally be responsible for decision making, but more often will guide or influence the decisions of others.

They must also escalate project issues beyond the scope of their role or when they identify significant project risks and issues.

They analyse and incorporate lessons learned into future project management and to keep their project skills up to date.

They contribute to overall project aims in line with customer requirements.
They will understand how their role supports the wider organisation and project structure.

Off-the-Job Training

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 the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions

- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 4 Associate Project Manager Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Project Manager and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 4 Associate Project Manager Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice must have been training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer, that they are consistently working at, or above the occupational competence of the Level 4 Associate Project Manager Standard
- Completed a project on-programme which presents a typical business task

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- Completed a project scoping document for the written report with presentation and questioning
- Compiled, and be ready to submit a portfolio 20 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 4 Associate Project Manager Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

What happens during Gateway?

For the written project report with presentation and questioning, the apprentice must submit a project scoping document. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, Innovate Awarding will sign-off the project's title and scope at the gateway to confirm it is suitable. It should be no more than 500 words. This needs to show that the project report will provide the opportunity for the apprentice to cover the KSBs mapped to this assessment method. It is not assessed.

Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The planning meeting will be booked on epaPRO once Gateway documents have been reviewed and approved by us. The planning meeting will take place between the apprentice and an Innovate Awarding representative. The employer should also be present.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 4 Associate Project Manager 30 minute planning meeting will book assessment timeslots for the:

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- Written project report with presentation and questioning
- Professional discussion

The provider may incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.

Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. You will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:
- The apprentice must compile a portfolio of evidence during the on-programme period of the   apprenticeship.
- It should only contain evidence related to the KSBs that will be assessed by the professional discussion.
- It will typically contain **20** discrete pieces of evidence.
- Evidence must be mapped against the KSBs.
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice. The portfolio of evidence should contain a statement from the employer and apprentice confirming this.

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Evidence sources may include:
- Workplace documentation and records, for example:
- workplace policies and procedures
- reports
- presentations
- Witness statements
- Annotated photographs
- Video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable
- Other evidence sources are allowed

End-Point Assessment

Assessment Methods

Assessment Method 1 Written Project Report with Presentation and Questioning

Examples of projects could include:

- Working as part of an integrated project team to produce the design, manufacture, installation, commissioning, and handover of a piece of equipment to be replaced on a nuclear site. Engaging with stakeholders on a regular basis to ensure their requirements are safely met to time and cost, whilst abiding to the appropriate laws and legislations.

- Delivering a major infrastructure project by defining customer requirements, determining if they are feasible and develop a business case to enable the project to commence. Work with subject matter experts to conduct surveys and undertake risk analysis. Produce a health and safety file throughout the stages of project delivery to be handed to the asset owner upon project completion.

- Managing the supply chain to develop a new piece of software, producing, and completing the testing schedule for the software prior to implementing it into the organisation. Evaluate the learning from this project and apply it into the recommendations to ensure continuous improvements are made.

- Planning and delivering a project to improve outcomes in a challenged organisation area based on initial evaluation of performance. Engage with

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stakeholders to develop buy in and create working relationships to enable you to be embedded within the site. Identify appropriate improvement interventions and create schedule for delivery. Keep updated records to enable reporting within governance structure at appropriate level of detail and provide updates to central teams where required.

Assessment Method 1: Component 1 Written Project Report

During this assessment method the apprentice will complete a written project report that involves completing a significant and defined piece of work that has real business application and benefit. The written project report must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method is being used because:

- The written project report is designed to demonstrate the application of knowledge, skills, and behaviours as they would occur in occupational practice. Producing a written project report reflects normal practice in the workplace for an associate project manager, so this assessment method is appropriate.

- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills, and behaviours.

- It demonstrates the apprentice's understanding of their organisation and public relations and communications function.

The apprentice must start the written project report after the gateway. The employer should ensure the apprentice has the time and resources, within the written project report period, to plan and complete their written project report. The research and project will be completed before the gateway.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their written project report and presentation unaided. It must be clear what their specific contribution to the project was. The apprentice and their employer must confirm this when the written project report and any presentation materials are submitted.

The written project report must include at least:
- An executive summary (or abstract)

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- An introduction
- The scope of the project (including key performance indicators, aims and objectives)
- An outline project delivery schedule
- An estimate of cost
- Learning from change outcomes
- Project outcomes, did it deliver the benefits included? was it completed to time and cost?
- Identification of findings
- Recommendations and conclusions
- References
- Appendix containing mapping of KSBs to the report.

The written project report must have a word count of 3500 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references, and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the written project report evidences the KSBs mapped to this assessment method. A Project Evidence Locator is available on epaPRO.

The apprentice must complete and submit the written project report and any presentation materials to the Innovate Awarding Assessor by the end of week 12 of the EPA period.

Assessment Method Grading Descriptors, a Project Evidence Locator and a Project Report Template are available on epaPRO to help apprentices structure their project.

Assessment Method 1: Component 2 Presentation with Questions and Answers

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.
The apprentice must prepare and deliver a presentation to the Innovate Awarding Assessor. After the presentation, they will ask the apprentice questions about their written project report and presentation.

The presentation should cover:
- An overview of the project
- The project scope
- How this scope was delivered (including schedule, milestones, and key resources)
- Summary of delivery tasks undertaken by the apprentice
- Project outcomes

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The presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The Innovate Awarding Assessor will use the full time available for questioning. The Innovate Awarding Assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The Innovate Awarding Assessor must ask at least six questions. Follow up questions are allowed where clarification is required.

The purpose of the Innovate Awarding Assessor's questions is:
- To verify that the activity was completed by the apprentice
- To seek clarification where required
- To assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum
- To assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the Innovate Awarding Assessor at the same time as their project report - by the end of week 12 of the EPA period. The apprentice must notify the Innovate Awarding Assessor, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:
- Audio-visual presentation equipment
- Flip chart and writing and drawing materials
- Computer

The Innovate Awarding Assessor must have at least two weeks to review the written project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least two weeks' notice of the presentation with questions and answers.

Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence

The professional discussion will be appropriately structured to draw out the best of the apprentice's competence and give them the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

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This assessment method is being used because it allows:

- The apprentice to show case their depth of understanding relating to the KSBs.
- The Innovate Awarding Assessor to consider the context and sector that the apprentice operates within, giving flexibility to ensure that all the KSBs can be assessed appropriately.
- Scope for the apprentice to demonstrate the depth and breadth of KSBs.

The professional discussion will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.
The Innovate Awarding Assessor will conduct and assess the professional discussion which includes:

- Business requirements and objectives
- Regulations and legislation
- Project management tools and techniques
- Managing information
- Managing stakeholders
- Research and analysis
- Evaluation

The Innovate Awarding Assessor will give an apprentice two weeks' notice of the professional discussion.

The Innovate Awarding Assessor must have at least two weeks' to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The Innovate Awarding Assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. The Innovate Awarding Assessor will ask at least six questions. Follow up questions are allowed where clarification is required.

Assessment Method Grading Descriptors and a template for the Portfolio of Evidence are available on epaPRO to help apprentices structure their professional discussion.

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Grading

Performance in the EPA determines the apprenticeship grade of:
- **Distinction**
- **Pass**
- **Fail**

The Innovate Awarding Assessor will grade the project with presentation and questions and the professional discussion underpinned by a portfolio of evidence.

Innovate Awarding will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve distinction in both assessment methods.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

If an apprentice fails one or more assessment methods, they will be awarded an overall fail.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA overall.

Written Project Report with Presentation and Questions	Professional Discussion underpinned by a portfolio of evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Pass	Distinction	Pass
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail
Fail	Fail	Fail

Grading Descriptors

Assessment Method 1: Written Project Report with Presentation and Questioning

Project Management Tools and Techniques		
Assessed Criteria	**Pass Grading Descriptor**	**Distinction Grading Descriptor**
K4 Techniques used to understand the project context, such as PESTLE (political, economic, social, technological, legal, and environmental), SWOT (strength, weakness, opportunities, threats) or VUCA (velocity, uncertainty, complexity, ambiguity). **S1** Use project monitoring and reporting techniques to track, interpret and report on performance.	Explains how they use project monitoring and techniques to understand the project context and to track, interpret and report on performance. **K4 S1**	Justifies the techniques they use to track, interpret, and report on project performance and how they have supported successful delivery of the project within its context. **K4 S1**
K19 Configuration management and change control. **K21** Project scheduling and maintenance, including critical path analysis. **K22** Allocation and management of resources throughout the project life cycle. **S25** Use configuration management and change control to schedule and maintain projects. **S26** Manages resources through the project lifecycle.	Describes how they use configuration management and change control to schedule and maintain projects and manage resources through the project lifecycle. **K19 K21 K22 S25 S26**	**None**

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Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K5 The need and benefit of the project governance structure, requirements, and process and the impact on their role. **K24** Procurement strategies and processes that are both ethical and sustainable.	Describes the need and benefit of the governance structure and ethical and sustainable procurement processes and how they impact on their role. **K5 K24**	**None**

<td colspan="3" align="center">**Managing Information**</td>

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K2 The importance of alignment between the project and organisational objectives. **S12** Prepare, monitor, and schedule activities that contribute to the delivery of the overall project schedule and objectives.	Summarises how they schedule, prepare and monitor activities that contribute to the overall objectives, and the importance of aligning project and organisational objectives. **K2 S12**	**None**
K10 Approaches to the maintenance of a business case and the management of the benefits which will be achieved upon the successful delivery of the project.	Describes the approaches taken to maintain a business case and how they manage the benefits which will be achieved through successful delivery of the project. **K10**	Evaluates the approaches they take to maintain a business case, what benefits they achieve and how they ensure successful delivery of a project. **K10**
K12 Methods used to define, record, integrate, deliver, and manage scope. **K30** Technology and software used in the performance of project management activities. **S14** Identify and monitor project risks and issues; and plan and implement responses to them.	Describes technology, software, and methods they use to define, record, integrate, deliver, and manage the scope of the project and how they use them to identify and monitor risks and issues planning and implementing responses to them. **K12 K30 S14**	**None**

Assessed Criteria	Pass Grading Statement	Distinction Grading Descriptor
K18 How and when to apply different estimating methods. **S21** Work within the approved project budget. **B3** Has accountability and ownership of their tasks and workload.	Explains how and when to apply estimating methods to work within the approved project budget taking ownership and accountability for this task**.** **K18 S21 B3**	**None**
S16 Use an organisation's continual improvement process including lessons learned to improve performance. **S17** Support the preparation or maintenance of a resource management plan for project activities.	Explains how they used continual improvement and lessons learned from projects to support the preparation or maintenance of a Resource Management Plan to drive project activities. **S16 S17**	Explains the importance of continual improvement and the use of lessons learnt from projects and recommend how they would use these to drive future project activities. **S16 S17**

Managing Stakeholders

Assessed Criteria	Pass Grading Statement	Distinction Grading Descriptor
K14 Communication techniques and approaches to interact with stakeholders to meet their requirements. **S6** Communicate and support the project vision, to ensure buy in to the project objectives. **B2** Works collaboratively and builds strong relationships with others across the organisation and external stakeholders.	Describes the communication techniques they use to support the project vision and ensure buy in to objectives through collaborating and maintaining stakeholder relationships. **K14 S6 B2**	**None**

Research, analysis, and evaluation

Assessed Criteria	Pass Grading Statement	Distinction Grading Descriptor

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Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K26 Principles for evaluating project success, including how lessons learned are captured and can impact future project delivery.	Describes the principles they use to evaluate project success and an integrated Project Management Plan ensuring that lessons learned are captured and how they may impact on future projects, including how these are used to recommend areas for improvement. **K26 S11**	Critically evaluates the principles they use to evaluate project success and the impact of the objectives on sustainability and how these support recommendations for improvement areas on future projects. **K26 K28 S11**
S11 Evaluate an integrated project management plan to provide recommendations on areas for improvement.		
K28 The impact of project objectives and how to respond to challenges around sustainability and the UK Government's policy to achieve net carbon zero.	Explains how they would evaluate the impact of project objectives and respond to challenges around sustainability and the UK Government's policy to achieve net carbon zero. **K28**	
S7 Collate and analyse information and provide input to support negotiations relating to project objectives.	Demonstrates how they collate and analyse information to support negotiations on project objectives and provide feedback on a project business case to ensure the project remains valid. **S7 S9**	**None**
S9 Review and provide feedback on a project business case to ensure the project remains valid.		

Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence

Business Requirements and Objectives		
Assessed Criteria	**Pass Grading Descriptor**	**Distinction Grading Descriptor**
K1 The differences between projects and business as usual.	Describes the differences between projects and business as usual including how they seek learning and professional development opportunities in both settings. **K1 B5**	**None**
B5 Seeks learning opportunities and continuous professional development.		

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K9 Importance, content, and purpose of a business case. **S20** Provide underpinning data to support the written submission through the governance process.	Explains the importance of the content and purpose of a business case and how underpinning data is used to support the written submission through the governance process. **K9 S20**	**None**

Regulation and Legislation

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K27 Relevant regulations and legislation such as data protection, and how they impact on their role. **S23** Apply relevant legislation, regulations, codes of practice, and ethical guidance where appropriate to their work.	Explains the regulatory and legislative requirements which impact on their role and how they apply them to the projects they are delivering. **K27 S23**	**None**

Project management tools and techniques

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K3 The interdependencies between project, programme, and portfolio management. **K11** The purpose, format, and significance of the project management plan.	Describes the interdependencies between project, programme, and portfolio management and how these influence the purpose, format, and significance of the project management plan. **K3 K11**	**None**
K6 The differences and comparative benefits between functional, matrix and project structures. **K23** Principles of project risk and issue management. **S24** Use data to inform decisions on actions to take to mitigate risks on project.	Explains the differences and comparative benefits between functional, matrix and project structures, how they interact with the principles of project risk and issue management and how data is used to inform actions to take to mitigate risks on the project. **K6 K23 S24**	Analyses project risk and issue management principles and the impact they may have on the successful delivery of a project. **K23**

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K7 Different roles and responsibilities within a project environment. **K16** Techniques for managing conflict and negotiation. **S4** Resolve conflict as and when required with stakeholders within limits of responsibility.	Outlines the different roles and responsibilities in a project and what techniques they use to manage conflict and negotiation within their area of responsibility. **K7 K16 S4**	**None**
K8 The differences and comparative benefits between linear, iterative and hybrid life cycle approaches.	Describes the differences and comparative benefits between linear, iterative and hybrid life cycle approaches. **K8**	**None**
K25 The role and purpose of quality requirements, planning and control in a project environment. **K29** Principles of conducting project management activities which are ethical and inclusive**.**	Discusses the role and purpose of quality requirements, planning and control in a project environment and the principles of conducting project management activities which are ethical and inclusive. **K25 K29**	Justifies how project management activities ensure that all activities undertaken are ethical and inclusive. **K29**

Managing Information

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K15 The use of information management. **S22** Ensure that integrated schedules support critical path analysis, interface management, resource forecasting and risk management.	Discuss information management and how it is used to ensure that integrated schedules support critical path analysis, interface management, resource forecasting and risk management. **K15 S22**	**None**

K31 Presentation tools and techniques	Describe the presentation techniques they use and explain how they apply change control processes to support the management of project scope and deliver quality plans using digital tools and software to meet the project objectives. **K31 S10 S15 S19**	Justifies why they have applied change control processes and how these supported the management of project scope. **S10**
S10 Apply change control processes to support the management of project scope.		
S15 Deliver a Quality Management Plan which contributes to quality control processes.		
S19 Use digital tools and software to meet project objectives for example research, collaboration, presentations, and resolution of problems.		

Managing Stakeholders

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K13 The identification, analysis, and management of stakeholders.	Describes how they identify, analyse, and manage stakeholders and adapt their communications to work flexibly to changing circumstances. **K13 S5 B1**	Evaluates the communications they use with stakeholders to influence, negotiate, and resolve conflict to create a positive outcome for the project and how they would adapt their style to suit the audience. **S5 S18 B1**
S5 Adapt communications to different stakeholders**.**		
B1 Works flexibly and adapts to circumstances.		
K17 Techniques for working collaboratively within a team and with stakeholders.	Outlines the techniques used for working collaboratively, managing, and engaging with stakeholders and how they use these to influence and negotiate to create a positive outcome for the project. **K17 S2 S3**	
S2 Manage and engage with stakeholders.		
S3 Influence and negotiate with others to create a positive outcome for the project		
S18 Work with stakeholders to deliver the project.	Demonstrates how they operate professionally in order to work with stakeholders to deliver the project. **S18 B4**	
B4 Operates professionally with integrity and confidentiality.		

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Research, analysis, and evaluation

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K20 The principles of earned value management (EVM) and the interpretation of EVM information**.**	Describes the principles of earned value management (EVM) and how they monitor and analyse budgets. **K20 S8**	Evaluates the principles applied in monitoring and analysing project budgets and the recommendations they have used for improving budget oversight. **S8**
S8 Monitor and analyse project budgets.		
S13 Evaluate and make recommendations on the risk management plan to threats to delivery and recommend solutions.	Explains how they evaluate the Risk Management Plan to address threats to delivery and solutions they have recommended. **S13**	**None**

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Annex 1: Assessment Plan and Occupational Standard

Assessment Plan and Occupational Standard

The Level 4 Associate Project Manager Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

https://skillsengland.education.gov.uk/apprenticeships/st0310-v1-5

Level 4 Associate Project Manager ST0310
Version 1.5
Sector: Business and administration
EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **ten working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

The employer and Innovate Awarding will agree the timescale for a re-sit or re-take. A re-sit is typically taken within two months of Innovate Awarding's outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of Innovate Awarding's outcome notification.

If the apprentice fails the written project report assessment method, they must amend the written project report output in line with Innovate Awarding's Assessor feedback. The apprentice will be given four weeks to rework and submit the amended written project report.

Failed assessment methods must be re-sat or re-taken within a six-month period from Innovate Awarding outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless Innovate Awarding determines there are exceptional circumstances.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

https://innovateawarding.org/end-point-assessment/apprentice-information

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location
V1	22/04/2024	New Template Grading Descriptors Included	Support Materia (epaPRO) Innovate Website
V2	15/10/2024	Four Journeys removed Planning meeting amended to 30 minutes	Support Materia (epaPRO) Innovate Website
V3	27/01/2025	Amended wording in grading statements (K1, K28, S10, S20, B5)	Support Materia (epaPRO) Innovate Website
V4	22/04/2024	Occupational standard, end-point assessment plan and funding band has been revised	Support Materia (epaPRO) Innovate Website
V5	27/11/2025	End-point assessment plan revised. Amendments to the pass and distinction grading descriptor for K20 and S8 under research, analysis and evaluation theme.	Support Materia (epaPRO) Innovate Website

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org

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