

QUALITY ASSURANCE DOCUMENT QAXX

APPRENTICESHIP COURSE SPECIFICATION (NON-AWARD)

Course Information	
1. Course Code	Allocated by Registry
2. Course Title	Level 4 Associate Project Manager Pathway 1: Project Delivery and Improvement in Business Pathway 2: Project Delivery and Improvement in Health & Care
3. Apprenticeship Standard and Level	L4 Associate Project Manager Apprenticeship See apprenticeship standard: Associate project manager / Skills England
4. Certification on completion	L4 Associate Project Manager Apprenticeship (Awarded by the Department of Education)
5. Faculty/ Subject Area / Department (where appropriate)	Corporate Learning
6. School (where appropriate)	Corporate Learning
7. Course Leader	Karen Brown (Business pathway) / Clair Bage (Health & Care pathway)
8. Course Duration, Mode of Study and whether credit-bearing	Distance learning 15 months on programme learning Up to 5 months End-Point Assessment (EPA) Non-credit bearing
9. Maximum registration period	4 years
10. Location of delivery	Distance learning apprenticeship
11. Reference points	Apprenticeship standard: Associate project manager / Skills England Aligned to APM PMQ: Project Management Qualification PMQ. The APM PMQ Course; Healthcare Pathway aligned to; NHS Management & Leadership Framework:  Framework overview Jan 26 (3).p Healthcare Pathway aligned to; Well-led - Care Quality Commission
12. Accreditation / Professional, Statutory & Regulatory Bodies (PSRB)	None.

13. Course start date(s)	Intakes from October 2026
14. Course Entry Requirements	
As a level 4 DfE-funded apprenticeship, applicants must fulfil all of the below-listed criteria: a) Be employed in a role with responsibilities aligned to the standard. b) Have evidence of funding eligibility from employer. c) Hold a GCSE Grade 4/C+ in English and Maths (or equivalent), OR evidence of relevant experience and suitability through initial assessment. Note that: i. All learners will complete an initial assessment in English and Maths competency. ii. Prospective applicants must achieve a minimum assessment outcome equivalent to Level 1 working standard to demonstrate readiness for study at this level and to ensure they are appropriately supported to succeed on the programme. Level 2 working standard desirable. d) Meet DfE apprenticeship funding residency eligibility requirements e) Remain in contracted employment for the duration of the apprenticeship, including EPA. English and Maths: f) For learners aged 19+, standalone Functional Skills English and Maths are not mandatory unless required by the apprenticeship standard, awarding organisation, employer, or identified through initial assessment. All prospective learners and their employer will complete an initial interview and Information, Advice and Guidance (IAG) process to assess programme suitability, ensure alignment to the apprenticeship standard, and support appropriate programme fit and learner success.	
15. Course Overview <i>(Please clarify any terminology i.e. phase, pathway, route, the purpose of the programme, the Delivery Plan (outline of sessions with broad content, objectives, length) and Delivery Team)</i>	
Programme Purpose The Associate Project Manager Apprenticeship programme is designed to help individuals develop the knowledge, skills, and confidence needed to support and deliver projects that enable change within their organisation. Through a blend of structured learning and practical workplace application, apprentices will learn how projects are planned, coordinated, monitored, and delivered across a range of sectors, including commercial organisations, the public sector, and health and care environments. The programme supports apprentices to become confident and capable project professionals who can contribute to business improvement, change initiatives, and successful project delivery, while building the occupational competence required for End Point Assessment. In particular, the programme provides apprentices with:	

- The opportunity to develop and apply the Knowledge, Skills and Behaviours (KSBs) of the Associate Project Manager Apprenticeship Standard through meaningful workplace activity and real projects.

- A clear understanding of how effective project management supports organisational goals, operational performance, and positive outcomes.

- Practical project management tools, techniques, and professional behaviours that can be applied immediately within the workplace.

- The opportunity to contribute to projects, improvement initiatives, and transformation activities that add genuine value to their organisation.

- Experience of working with stakeholders, managing priorities, solving problems, and supporting project delivery within a professional environment.

- A supportive learning experience that encourages confidence, accountability, collaboration, and continuous professional development.

For apprentices following the Healthcare Pathway, the programme also explores how project management can support service improvement, quality enhancement, and transformation within NHS and health and care settings.

Organisational Impact

Throughout the programme, apprentices apply their learning directly within the workplace, creating immediate value for their organisation while developing their own professional capability.

Both during and on completion of the programme, apprentices are able to:

- Support the successful planning, coordination, and delivery of projects that align with organisational priorities.

- Build positive working relationships and communicate effectively with colleagues, stakeholders, customers, and multidisciplinary teams.

- Monitor progress, identify risks and issues, and help keep projects on track.

- Use data, evidence, and structured problem-solving techniques to support informed decision making and continuous improvement.

- Contribute to change, improvement, and transformation activities that enhance efficiency, effectiveness, and organisational performance.

- Apply project management tools and approaches that improve consistency, organisation, and delivery outcomes.

- Demonstrate professionalism, accountability, resilience, and a proactive approach to workplace challenges.

- Support a culture of collaboration, learning, and continuous improvement across the organisation.

For organisations within the health and care sector, apprentices can also contribute to service improvement initiatives, cross-organisational working, and projects that support better outcomes for patients, service users, and communities.

The programme is designed to develop project professionals who can make a meaningful contribution from day one, helping organisations deliver successful projects, respond to change effectively, and achieve lasting improvements.

Programme Design

Scaffolded by the Associate Project Manager apprenticeship standard, the programme develops apprentices' capabilities in current thinking and best practice across core areas of project management, including:

- Project planning, coordination, and delivery
- Stakeholder communication, engagement, and collaboration
- Governance, risk, quality, and resource management
- Problem-solving, continuous improvement, and change initiatives
- Data-informed decision making and project performance monitoring
- Professional behaviours, leadership, and collaborative working
- Supporting projects and organisational improvement activity across business and health & care environments

Learning is progressive, cumulative and organised into phases to deliver structured KSB development, building towards EPA. This design enables apprentices to build from foundational project management knowledge to confident, independent performance within workplace project environments.

Delivery Plan

Programme Duration

- 15 months on-programme learning, delivered by Arden University, followed by up to 5 months for End Point Assessment (EPA).
- EPA preparation is integrated throughout each phase on programme, culminating in a consolidation phase that is focused on final EPA preparation and readiness, ensuring apprentices are fully able to demonstrate occupational competence.

The programme duration is designed to enable the full development of Knowledge, Skills and Behaviours in line with the apprenticeship standard, with flexibility to reflect individual learner progress and readiness.

The programme structure is represented as a diagram over the page, with further supporting detail provided below.

Programme Overview															
Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Phase	Getting Started	Phase 1 – Understanding the Project Environment			Phase 2 - Planning for Success			Phase 3 - Driving Quality and Transformation			Phase 4 - Leading Across Systems			Phase 5: EPA Success Toolkit / Gateway to Impact	
Phase Learning Outcomes	By the end of month 1, learners will be able to: Understand the structure and expectations of the apprenticeship programme and begin developing the academic, digital, organisational, and professional behaviours required for successful project delivery. Learners will explore the role of an Associate Project Manager within commercial, public sector, and health & care environments while developing confidence in communication, collaboration, reflective practice, and professional working relationships.	By the end of this phase, learners will be able to: Learners will understand how projects operate across different organisational and sector-specific environments and apply core project management concepts including governance, stakeholder engagement, communication, and professional responsibilities. Learners will develop confidence in applying project terminology, working collaboratively with stakeholders, and reflecting on their own professional effectiveness within workplace and project-based contexts.			By the end of this phase, learners will be able to: Learners will apply project planning, scheduling, risk, quality, and resource management approaches to support effective project delivery. They will use project documentation, operational data, and problem-solving techniques to support decision making, organisational priorities, and continuous improvement activity within workplace environments.			By the end of this phase, learners will be able to: Learners will contribute to improvement and transformation activity through the application of budgeting, performance monitoring, change management, and structured problem-solving approaches. They will evaluate operational performance, support service improvement initiatives, and demonstrate resilience, adaptability, and professionalism when responding to organisational change and operational challenges.			By the end of this phase, learners will be able to: Learners will build collaborative working relationships across teams and stakeholder groups to support project and organisational objectives. They will apply leadership, communication, influencing, and innovation approaches to support cross-functional working, professional reporting, digital transformation, and continuous improvement activity across organisational and sector-specific environments.			By the end of this phase, learners will be able to: Learners will Integrate and apply project management knowledge, skills, and behaviours within workplace and assessment contexts. They will evaluate their contribution to workplace projects and operational improvement activity, produce a complete portfolio of evidence, and demonstrate readiness for End Point Assessment through professional discussion preparation, reflective practice, and mock assessment activity.	
PLO	PLO 1, 2 AND 10	PLO 1, 2, 7 AND 10			PLO 3, 4, 6, 9 AND 10			PLO 4, 5, 6, 8 AND 10			PLO 2, 7, 8, 9 AND 10			PLO 1-10	
Sector Application Live Lessons (Business Pathway)	Introduction to Project Leadership	Foundations of Project Management Practice	Governance, Context and Professional Practice	Stakeholder Engagement and Communication	Scope, Requirements and Change Management	Project Scheduling and Integrated Planning	Resource, Procurement and Team Coordination	Risk, Issues and Decision Making	Budgeting, Estimating and Financial Control	Quality, Performance and Continuous Improvement	Integrated Project Delivery and Collaboration	Governance Reporting and Professional Communication	Sustainable Project Practice and Professional Growth	Mock EPA & Professional Discussion	Gateway Readiness & Final Consolidation
Sector Application Live Lessons (Healthcare Pathway)	Introduction to NHS Project Leadership	Understanding project delivery within NHS structures	Clinical governance & patient safety	Clinician/stakeholder engagement	NHS resource pressures, service planning, PDSA, quality improvement	NHS procurement frameworks	Clinical & operational risk	RTT, waiting lists, workforce & patient outcome metrics	Supporting service improvement projects	Project approaches to patient flow improvement	Delivering projects across integrated care systems	Influencing in clinical environments	MDT & cross-system collaboration	NHS transformation/service improvement case studies	Reflective Practice and Next Steps
Recorded Webinars (both pathways)	Induction, onboarding, expectations, academic skills	Project lifecycle fundamentals and project delivery principles	Core project terminology	Communication & collaboration	Project Planning Fundamentals	Resource allocation	Risk & quality	Performance monitoring, reporting, issue management, change control	Change Management	Problem solving	Leadership, collaboration, innovation, digital transformation, professional	Stakeholder influence	Team collaboration	Mock EPA & Professional Discussion	Gateway Readiness & Final Consolidation

Programme Structure

Phase Learning

The programme is delivered over **distinct** phases, aligned to progressive development of occupational competence and End Point Assessment readiness:

- Getting Started (Month1): The Associate Project Manager Journey
- Phase 1 (Months 2-4): Understanding the Project Environment
- Phase 2 (Months 5-7): Planning for Success
- Phase 3 (Months 8-10): Driving Quality and Transformation
- Phase 4 (Months 11-13): Leading Across Systems
- Phase 5 (Months 14-15): EPA Success Toolkit / Gateway to Impact

Getting Started | Month 1: The Associate Project Manager Journey

Including First Day of Learning.

The programme begins with a structured onboarding phase where apprentices are introduced to the apprenticeship programme, expectations, delivery model, and the role of the Associate Project Manager. Apprentices explore how projects support organisational objectives across commercial, public sector, and health & care environments while establishing development goals and building confidence in professional communication, collaboration, and reflective practice.

Month 1 – The Associate Project Manager Journey

Understanding the Associate Project Manager role, apprenticeship expectations, professional behaviours, and project delivery environments.

Phase 1 | Months 2-4: Understanding the Project Environment

This phase develops foundational project management knowledge, helping apprentices understand how projects operate within organisational structures and sector-specific contexts. Apprentices explore governance, stakeholder engagement, communication, compliance, and professional responsibilities while building confidence in applying project terminology and working collaboratively with others.

Month 2 – Understanding Project Delivery

Exploring project lifecycles, governance structures, organisational environments, and project delivery approaches.

Month 3 – Governance and Professional Practice

Developing knowledge of project terminology, governance, compliance, risk, quality, and professional responsibilities.

Month 4 – Working with Stakeholders

Building skills in stakeholder engagement, communication, collaboration, and professional workplace behaviours.

Phase 2 | Months 5-7: Planning for Success

This phase develops the skills required to coordinate and support effective project delivery. Apprentices learn how projects are planned, resourced, monitored, and controlled while building confidence in applying project management tools, techniques, and documentation within workplace environments.

Month 5 – Planning with Purpose

Developing project planning skills through scope definition, requirements gathering, scheduling, operational planning, and continuous improvement approaches.

Month 6 – Managing Resources Effectively

Understanding procurement, budgeting, resource allocation, and project coordination to support successful project delivery.

Month 7 – Managing Risk and Quality

Applying risk management, issue resolution, quality assurance, and control processes to support effective and compliant project delivery.

Phase 3 | Months 8-10: Driving Quality and Transformation

This phase focuses on performance, improvement, and change. Apprentices develop the ability to monitor project delivery, analyse performance information, support transformation activity, and apply structured problem-solving approaches to improve outcomes.

Month 8 – Measuring Performance

Monitoring project progress through reporting, performance metrics, project controls, and evidence-based decision making.

Month 9 – Supporting Change

Exploring change management approaches, transformation initiatives, and methods for supporting service and organisational improvement.

Month 10 – Solving Problems and Improving Outcomes

Applying structured problem-solving techniques, improvement methodologies, and operational effectiveness principles to project challenges.

Phase 4 | Months 11-13: Leading Across Systems

This phase develops the communication, influencing, and collaborative leadership skills needed to operate effectively across teams, departments, and stakeholder groups. Apprentices build confidence in supporting innovation, digital transformation, and improvement activity while contributing to cross-functional project environments.

Month 11 – Leading Through Collaboration

Developing collaborative leadership skills through cross-functional working, integrated delivery, innovation, and professional leadership behaviours.

Month 12 – Influencing for Success

Building confidence in stakeholder engagement, communication strategies, influencing techniques, and professional relationship management.

Month 13 – Working Across Teams and Systems

Strengthening team collaboration, multidisciplinary working, partnership approaches, and professional contribution across organisational boundaries.

As an additional enhancement, this phase provides structured preparation aligned to the knowledge areas of the Association for Project Management's (APM) Project Management Qualification (PMQ). This supports apprentices in consolidating core project management knowledge and strengthening their readiness to apply this within their role, as well as to progress into further professional development following completion of the apprenticeship.

Apprentices who wish to develop their professional project management credentials further may choose to undertake the PMQ independently after the programme has completed.

Phase 5 | Months 14-15: EPA Success Toolkit/Gateway to Impact

The final phase prepares apprentices for successful End Point Assessment through evidence consolidation, synoptic application of learning, reflective practice, and mock assessment activity. Apprentices demonstrate occupational competence and readiness for progression.

Month 14 – Demonstrate and Showcase

Preparing for EPA through mock assessment activities, professional discussion practice, project impact evaluation, and evidence-based communication.

Month 15 – Reflect and Progress

Completing Gateway preparation through portfolio consolidation, reflective evaluation, professional development planning, and progression planning.

Delivery Model and Session Length

- Live learning is delivered remotely each month, and aligned to each phase of the programme, via synchronous 3-hour interactive teaching sessions
- Each month is further supported by a 2-hour recorded webinar, enabling reinforcement of learning and flexible access
- This blended delivery approach ensures structured tutor-led delivery, interaction, reflection, and consolidation of learning

The sessions support the progressive development and application of Knowledge, Skills and Behaviours and underpin readiness for End Point Assessment.

Learner Journey

All apprentices follow the same structured learner journey to ensure mapped and consistent coverage of the Associate Project Manager Knowledge, Skills and Behaviours. This ensures parity of experience, quality assurance, and assessment readiness across the programme.

Delivery Team

Delivery of the programme is led by Arden University's Corporate Learning team, who are responsible for the facilitation of live workshops, development of recorded learning content, and provision of ongoing coaching support throughout the apprentice journey. This supports consistency of delivery, alignment with the apprenticeship standard, and a coherent learning experience across all cohorts.

Coaches are allocated to programmes based on their occupational expertise and professional experience, ensuring that apprentices are supported by individuals with relevant industry knowledge and the capability to guide workplace application of learning. Delivery is further supported through structured planning, defined coaching roles, and a consistent approach to learner support across the programme lifecycle.

- Delivery is designed to be interactive and applied, incorporating tutor-led sessions, guided activity and coaching support
- The delivery team is supported through ongoing professional development and quality assurance activity to ensure consistency of practice and alignment with programme expectations
- Oversight of delivery and learner progress is maintained through established quality monitoring and review processes

16. Progression Route *(Please demonstrate the mechanism by which an apprentice could progress from this apprenticeship to an Arden University award, including the demonstration of credits that could equate to the apprenticeship for a progression route. Reference to RPL; Additional Progression Routes; Professional Development and Certifications; Career Progression Opportunities; Ongoing Skills Development; Career Progression Opportunities and Career Advice)*

Overview of Progression Routes

Learners who successfully complete the Level 4 Associate Project Manager Apprenticeship and pass End Point Assessment (EPA) may be eligible to apply for further apprenticeship or academic programmes offered by Arden University. Progression to any further programme is not automatic and is subject to meeting individual programme entry requirements, which may include employer support and role suitability requirements (for further apprenticeship study).

Progression opportunities include progression to higher-level apprenticeships, degree programmes and/or lateral progression into related professional areas, depending on the learner's role, experience and career aspirations. Completion of the apprenticeship demonstrates occupational competence and provides a strong foundation for further development in business and administrative functions.

Apprenticeship progression opportunities can be explored in full through the **Skills England Occupational Maps** – see: [Occupational progression map for Associate project manager](#)

Further study routes could include the Level 6 Project Manager Degree Apprenticeship.

Recognition of Prior Learning may be considered to support progression onto further programmes. This allows relevant skills, knowledge and experience gained through the apprenticeship and workplace practice to be taken into account as part of the admissions process. All RPL decisions are made on an individual basis in line with programme entry requirements and Arden University's QA-06 Recognition of Prior Learning Policy.

Professional Development and Lifelong Learning

The level 4 Associate Project Manager apprenticeship places strong emphasis on developing a lifelong learning mindset.

Throughout the programme, learners have access to a structured series of webinars designed to extend learning beyond core occupational requirements and support long-term employability, professional behaviour, and personal growth. These webinars focus on transferable skills, wellbeing, ethics, and workplace effectiveness.

Apprentices may further enhance their professional standing through:

- The **Association for Project Management (APM) Project Management Qualification (PMQ)**, supported through knowledge and skills developed during Phase 4 of the programme
- Professional project management certifications such as **PRINCE2®**, **Agile**, **Scrum**, and **MSP®** • **Lean Six Sigma** qualifications focused on quality improvement, service transformation, and operational excellence
- Membership and professional development opportunities through organisations such as the **Association for Project Management (APM)** and the **Chartered Management Institute (CMI)**

Career Progression Opportunities

Completion of the Level 4 Associate Project Manager apprenticeship supports multiple academic, professional and career progression pathways across the business, public sector and health & care environments, well-positioning apprentices for progression into roles such as:

- Junior Project Manager
- Associate Project Manager
- Project manager
- Project Support Officer (PSO)
- PMO Administrator or PMO Analyst
- Operational Improvement Coordinator
- Service Improvement Officer
- Transformation Support Officer
- Programme Support Officer
- Change or Improvement Coordinator
- Programme manager

The skills and behaviours developed through the programme also support internal progression, increased responsibility within existing roles, and movement into specialist or higher-level occupational pathways over time.

Ongoing Skills Development and Career Advice

Apprentices will have access to a wealth of impartial careers and future planning advice throughout their time on programme. Information, advice and guidance (IAG) is embedded throughout and is particularly focused during the later stages of the apprenticeship. Clear links will be made to the Arden University Careers Advice pages and Arden Futures, ensuring apprentices are aware of the full range of academic, professional and employment pathways available to them.

Careers guidance and discussion of destinations and next steps is embedded and form a core element of the apprentice Individual Learning Plan (ILP), including stretch and challenge conversations. Learners are supported during coaching conversations throughout the programme, including at key milestones in discussions that cover:

- Progress reviews
- Reflection on strengths, areas for development, and career aspirations
- Guidance on progression pathways and role alignment
- Support to identify future learning and development needs

All progression options will be explored in an impartial and learner-centred manner, enabling apprentices to make informed decisions about their next steps, whether this be further study, professional development, progression within their current organisation, or alternative career pathways.

This ensures apprentices complete the programme not only occupationally competent, but also equipped with the confidence, awareness, and motivation to continue developing their skills and careers.

17.	Intended programme learning outcomes and the means by which they are achieved and demonstrated (Both Pathways)		
Learning outcomes		The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the learner, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)			
1. Explain the role and responsibilities of an Associate Project Manager within organisational and sector-specific environments.	Through attendance at live teaching sessions, recorded webinars, BUD and iLearn activities, workplace learning, coaching discussions, project participation, workplace shadowing, and engagement with organisational projects and improvement activity. Learning includes project environments, governance, stakeholder engagement, communication, compliance, risk, and quality considerations relevant to the learner's sector context. BodySwaps activities may be used to develop communication, stakeholder engagement, and professional confidence.	Assessed through formative quizzes and knowledge checks, BUD and iLearn activities, workplace evidence collection, coaching reviews, portfolio development, summative assessment activities, mock EPA activities, and End Point Assessment (EPA).	
2. Evaluate personal effectiveness and development needs using reflective practice techniques to support continuous professional development.	Through coaching discussions, professional development planning, workplace practice, BUD and iLearn reflective activities, self-assessment activities, and ongoing review of workplace performance and development goals. BodySwaps technology may be used to support communication practice, stakeholder interaction, and self-reflection.	Assessed through reflective development activities, personal development planning, portfolio evidence, workplace feedback, progress reviews, formative questioning, BUD monitoring activity, and EPA professional discussion.	
3. Apply project planning and scheduling techniques to support project mobilisation and controlled delivery.	Through recorded webinars, live teaching sessions, BUD and iLearn learning activities, workplace project coordination activities, operational planning tasks, scheduling exercises, and application of planning tools and techniques within workplace settings.	Assessed through formative planning exercises, workplace documentation, project coordination evidence, developmental assessment activities, portfolio evidence, mock project activities, BUD progress monitoring, and EPA assessment methods.	
4. Apply procurement, budgeting, and resource allocation principles to support project delivery decisions within project environments.	Through live teaching sessions, operational planning activities, procurement and budgeting exercises, workplace learning, BUD and iLearn activities, and application of resource management principles within project and operational environments.	Assessed through knowledge checks, operational scenarios, budgeting and resource management activities, workplace evidence, developmental assessment activities, portfolio mapping, and EPA assessment methods.	

5. Apply structured problem-solving techniques to identify opportunities for service, operational, or business improvement.	Through participation in quality improvement activities, structured improvement methodologies, operational problem-solving exercises, workplace projects, transformation activities, BUD and iLearn activities, and sector-specific improvement case studies.	Assessed through scenario-based assessments, workplace improvement evidence, operational improvement activities, coaching reviews, developmental assessment activities, mock EPA questioning, BUD milestone reviews, and EPA project report preparation.
6. Monitor project progress, risks, issues, and benefits using appropriate reporting and control mechanisms.	Through workplace reporting activities, operational monitoring exercises, risk and issue management learning, governance discussions, BUD and iLearn activities, and project documentation activities within organisational and sector-specific contexts.	Assessed through workplace reports, formative quizzes, project monitoring activities, developmental assessment activities, portfolio evidence, mock reporting exercises, and EPA assessment methods.
7. Develop collaborative working relationships across teams, departments, and stakeholder groups to support project delivery.	Through stakeholder engagement exercises, communication workshops, workplace teamwork, operational coordination activities, collaborative working, sector-specific partnership activity, and BUD and iLearn collaborative activities. BodySwaps technology may also be used to develop influencing, communication, and stakeholder engagement skills.	Assessed through stakeholder activities, professional discussions, collaborative workplace evidence, communication exercises, portfolio reviews, developmental assessment activities, and EPA professional discussion.
8. Demonstrate leadership behaviours that promote professionalism, collaboration, inclusion, and continuous improvement.	Through leadership-focused webinars, reflective practice, coaching sessions, workplace collaboration, innovation and transformation activities, BUD and iLearn resources, and participation in operational improvement projects. BodySwaps activities may be used to support development of leadership confidence, inclusion, communication, and professional behaviours.	Assessed through formative professional behaviour activities, leadership scenarios, workplace evidence, portfolio reviews, reflective discussions, mock presentations, and EPA assessment methods.
9. Apply project management terminology, methodologies, and governance approaches confidently to support effective project delivery.	Through the attendance of live teaching sessions, iLearn and webinars. Learning and training in the workplace, coaching sessions and shadowing colleagues in the workplace. Getting involved in work based projects, learning about the roles and responsibilities when following company policies and procedures.	Assessed through knowledge checks, terminology activities, governance scenarios, developmental assessment activities, mock professional discussions, presentation activities, and EPA assessment methods.
10. Demonstrate professionalism, accountability, and	Through workplace learning, coaching support, professional development activities, reflective practice, BUD and iLearn	Assessed through portfolio evidence, workplace documentation, professional discussion preparation, formative reviews, Gateway readiness reviews, mock EPA

reflective practice appropriate to Associate Project Manager occupational standards.	learning activities, project participation, operational improvement activity, and collaborative working environments.	activities, BUD progress monitoring, and final EPA assessment methods including the professional discussion and written project report with presentation and questioning.
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17b) Knowledge, Skills and Behaviours (KSBs) Mapping to Programme Phases

Project Delivery and Improvement in Health & Care

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
1	Phase 1 – Understanding the Project Environment	Introduction to NHS Project Leadership	Introduction to projects and organisational environments	Introduction to projects, apprenticeship expectations, organisational environments, and NHS project delivery	Understand the Associate Project Manager role, professional expectations, academic skills, organisational behaviours, and healthcare project context	K1, K2, K5, S1, S2, B1, B2	Professional Discussion underpinned by Portfolio
2	Phase 1 – Understanding the Project Environment	Understanding project delivery within NHS structures	Project lifecycle fundamentals and project delivery principles	Project lifecycle and NHS delivery structures	Explain project lifecycle stages, governance, organisational structures, and project delivery within health and care systems	K1, K2, K3, K4, K5, K7, K8, S2, S18, B2	Professional Discussion and Written Project Report

3	Phase 1 – Understanding the Project Environment	Clinical governance & patient safety	Core project terminology	Governance, terminology, compliance, and patient safety	Apply project terminology and understand governance, compliance, risk, and quality considerations within projects	K5, K11, K15, K27, K29, S23, B2	Professional Discussion underpinned by Portfolio
4	Phase 1 – Understanding the Project Environment	Clinician/stakeholder engagement	Communication & collaboration	Stakeholder engagement and professional communication	Communicate effectively with stakeholders and multidisciplinary teams using professional behaviours and collaboration approaches	K13, K14, K16, K17, S2, S3, S4, S5, S18, B2, B3	Professional Discussion underpinned by Portfolio
5	Phase 2 - Planning for Success	NHS resource pressures, service planning, PDSA, quality improvement	Project Planning Fundamentals	Planning and quality improvement within healthcare projects	Apply planning, scheduling, budgeting, and improvement approaches to operational and project delivery	K9, K12, K19, K21, S10, S11, S12, S22, S25, B1, B2, B3, B4	Written Project Report with Presentation and Questioning
6	Phase 2 - Planning for Success	NHS procurement frameworks	Resource allocation	Procurement and resource management	Understand procurement, budgeting, and resource allocation principles within project environments	K10, K21, K22, S9, S12, S17, S22, S26, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio

7	Phase 2 - Planning for Success	Clinical & operational risk	Risk & quality	Risk, issue, and quality management	Apply risk, issue, quality, and assurance processes to support safe and effective delivery	K22, K23, K24, K25, S13, S14, S15, S21, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
8	Phase 3 – Driving Quality and Transformation	RTT, waiting lists, workforce & patient outcome metrics	Performance monitoring, reporting, issue management, change control	Performance monitoring and operational metrics	Monitor project performance, analyse operational data, and support evidence-based improvement activity	K20, K23, S1, S13, S14, S24, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
9	Phase 3 – Driving Quality and Transformation	Supporting service improvement projects	Change Management	Change management and transformation	Analyse organisational change and contribute to transformation and service improvement initiatives	K18, K19, S8, S10, S21, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
10	Phase 3 – Driving Quality and Transformation	Project approaches to patient flow improvement	Problem solving	Problem solving and improvement methodologies	Apply structured problem-solving and improvement approaches to operational and project challenges	K20, K26, S1, S16, S24, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio

11	Phase 4 - Leading Across Systems	Delivering projects across integrated care systems	Leadership, collaboration, innovation, digital transformation, professional confidence	Leadership and integrated working	Build collaborative relationships and support innovation and transformation across systems	K6, K30, S18, S19, B2, B5	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
12	Phase 4 - Leading Across Systems	Influencing in clinical environments	Stakeholder influence	Influencing and stakeholder engagement	Apply influencing and engagement approaches within professional and clinical environments	K31, S1, S6, S7, S18, S20, B2, B3, B4	Professional Discussion underpinned by Portfolio
13	Phase 4 - Leading Across Systems	MDT & cross-system collaboration	Team collaboration	Cross- functional collaboration and teamwork	Contribute effectively within multidisciplinary and cross- functional project teams	K28, S16, S18, B2, B5	Professional Discussion underpinned by Portfolio
14	Phase 5 – EPA Success Toolkit / Gateway to Impact	NHS transformation/service improvement case studies	Mock EPA & Professional Discussion	EPA preparation and applied project practice	Demonstrate integrated competence, professional discussion skills, and evidence- based communication	Full KSB Integration	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
15	Phase 5 – EPA Success Toolkit / Gateway to Impact	Reflective Practice and Next Steps	Gateway Readiness & Final Consolidation	Gateway preparation, reflection, and progression	Demonstrate readiness for EPA, reflective practice, portfolio completion, and	Full KSB Integration	Written Project Report with Presentation and Questioning and Professional

					professional development planning		Discussion underpinned by Portfolio
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Project Delivery and Improvement in Business

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
1	Phase 1 – Understanding the Project Environment	Introduction to Project Leadership	Introduction to projects and organisational environments	Introduction to projects, apprenticeship expectations, organisational environments, and project delivery contexts	Understand the Associate Project Manager role, professional expectations, academic skills, organisational behaviours, and project delivery contexts.	K1, K2, K4, K5, S1, S2, B1, B2	Professional Discussion underpinned by Portfolio
2	Phase 1 – Understanding the Project Environment	Foundations of Project Management Practice	Project lifecycle fundamentals and project delivery principles	Project lifecycle and organisational delivery structures	Explain project lifecycle stages, governance arrangements, organisational structures, and project delivery approaches within workplace environments.	K1, K2, K3, K5, K7, K8, S2, S18, B2	Professional Discussion and Written Project Report

3	Phase 1 – Understanding the Project Environment	Governance, Context and Professional Practice	Core project terminology	Governance, terminology, compliance, and professional practice	Apply project terminology and understand governance, compliance, risk, and quality considerations within project environments.	K5, K11, K15, K16, K27, K29, S4, S23, B2	Professional Discussion underpinned by Portfolio
4	Phase 1 – Understanding the Project Environment	Stakeholder Engagement and Communication	Communication & collaboration	Stakeholder engagement and professional communication	Communicate effectively with stakeholders and colleagues using appropriate professional behaviours, communication techniques, and collaborative approaches.	K13, K14, K17, S2, S3, S5, S18, B2	Professional Discussion underpinned by Portfolio
5	Phase 2 - Planning for Success	Scope, Requirements and Change Management	Planning, scheduling, scope, budgeting, risk management, quality principles	Project planning and mobilisation	Apply planning, scheduling, budgeting, and improvement approaches to support project mobilisation and controlled delivery.	K12, K19, K21, S10, S11, S12, S22, S25, B1, B2, B3, B4	Written Project Report with Presentation and Questioning

6	Phase 2 - Planning for Success	Project Scheduling and Integrated Planning	Resource allocation	Scheduling, coordination and integrated planning	Apply procurement, budgeting, and resource allocation principles to support effective project delivery.	K9, K10, K21, K22, S9, S12, S17, S22, S26, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
7	Phase 2 - Planning for Success	Resource, Procurement and Team Coordination	Risk & quality	Resource, procurement and quality management	Apply risk, issue, quality, and assurance processes to support safe and effective project delivery.	K22, K23, K24, K25, S13, S14, S15, S21, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
8	Phase 3 – Driving Quality and Transformation	Risk, Issues and Decision Making	Performance monitoring, reporting, issue management, change control	Performance monitoring and project control	Monitor project performance, analyse operational data, and support evidence-based improvement activity.	K20, K23, S1, S13, S14, S24, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
9	Phase 3 – Driving Quality and Transformation	Budgeting, Estimating and Financial Control	Change Management	Change management and transformation	Analyse organisational change and contribute to transformation and improvement initiatives.	K18, K19, S8, S10, S21, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio

10	Phase 3 – Driving Quality and Transformation	Quality, Performance and Continuous Improvement	Problem solving	Problem solving and continuous improvement	Apply structured problem-solving and improvement approaches to operational and project challenges.	K20, K26, S1, S16, S24, B1, B2, B3, B4	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
11	Phase 4 - Leading Across Systems	Integrated Project Delivery and Collaboration	Leadership, collaboration, innovation, digital transformation, professional confidence	Leadership and integrated working	Build collaborative relationships and support innovation and transformation across organisational environments.	K6, K30, S18, S19, B2, B5	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
12	Phase 4 - Leading Across Systems	Governance Reporting and Professional Communication	Stakeholder influence	Influencing and stakeholder engagement	Apply influencing and stakeholder engagement approaches within professional environments.	K31, S1, S6, S7, S18, S20, B2, B3, B4	Professional Discussion underpinned by Portfolio
13	Phase 4 - Leading Across Systems	Sustainable Project Practice and Professional Growth	Team collaboration	Cross-functional collaboration and teamwork	Contribute effectively within cross-functional project teams and collaborative working environments.	K28, S16, S18, B2, B5	Professional Discussion underpinned by Portfolio

14	Phase 5 – EPA Success Toolkit / Gateway to Impact	Mock EPA & Professional Discussion	Mock EPA & Professional Discussion	EPA preparation and applied project practice	Demonstrate integrated occupational competence, professional discussion skills, and evidence-based communication.	Full KSB Integration	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio
15	Phase 5 – EPA Success Toolkit / Gateway to Impact	Gateway Readiness & Final Consolidation	Gateway Readiness & Final Consolidation	Gateway preparation, reflection, and progression	Demonstrate readiness for EPA, reflective practice, portfolio completion, and professional development planning.	Full KSB Integration	Written Project Report with Presentation and Questioning and Professional Discussion underpinned by Portfolio

18. Learning, teaching and assessment methods and strategies *(Please make reference as appropriate to Learning and Teaching; Digital Tools and Resources: Learning Cycle; use of Bud; iLearn; Phase Learning; Live Workshops and Pre-Recorded Webinar Overview; Projects)*

Systems Overview and Digital Learning Platforms

The programme is supported through a set of established digital platforms that provide a structured and consistent learning experience across all apprenticeship provision. These systems are already in use across Arden University's apprenticeship portfolio and support both learning and progression throughout the programme lifecycle.

Bud

Bud is the central learning and apprenticeship platform. It supports the full learner journey, enabling apprentices to engage with learning activities, apply knowledge in the workplace, record Off-the-Job learning and build a portfolio of evidence over time aligned to the apprenticeship standard and EPA requirements.

Bud is also used to:

- Organise and sequence monthly learning activity
- Record time spent on off-the-job activities
- Store workplace evidence and reflections
- Track progress against starting points
- Monitor development of and progress against the Knowledge, Skills and Behaviours (KSBs)
- Support and record reviews between learner, employer and coach
- Prepare apprentices for Gateway and End Point Assessment
- Identify learners who may need additional support
- Provide visibility and reporting on learner and cohort progress, and at-risk interventions

This ensures that learning, evidence and progress are captured in one place, providing a clear view of development throughout the programme, from onboarding through to gateway and End Point Assessment.

iLearn

iLearn is the virtual learning environment and houses core programme content and supporting resources. It enables apprentices to consolidate learning and access key materials throughout the programme.

This includes:

- Structured learning content aligned to programme phases
- Short knowledge checks to confirm understanding
- Discussion forums to support reflection and peer engagement
- Links to live workshops and webinars
- Recordings, slides and additional resources following sessions
- Guidance materials supporting workplace learning and assessment preparation

Together, Bud and iLearn provide a joined-up learning experience, supporting both the application of learning in the workplace and the development of knowledge required for successful progression through the apprenticeship.

Phase Learning Model

The core curriculum is delivered through structured phases, each with a clear occupational focus and progressively increasing levels of complexity, independence, and workplace application. This enables learners to move from supported learning and foundational knowledge towards confident, independent performance in real workplace contexts.

Workplace learning is embedded throughout the programme through structured Off-the-Job (OTJ) activities aligned to the apprenticeship standard Knowledge, Skills and Behaviours (KSBs). Learners generate authentic workplace evidence through projects, operational tasks, reflective activities, and professional discussions.

Assessment and EPA preparation are integrated throughout all phases to ensure learners progressively build confidence, competence, and readiness for successful completion of the apprenticeship standard. The final two months of the programme consolidate this development through a focused EPA preparation phase, supporting apprentices to demonstrate occupational competence.

This phased structure is supported by a consistent monthly learning cycle, which underpins how learning is developed, applied and reflected in practice.

Learning Cycle

Apprentices follow a structured learning cycle within Bud, which enables them to apply learning in the workplace and build their portfolio of evidence over time, contributing to assessment readiness:

- **Develop** – Learn new concepts and EPA-relevant knowledge within the phase
- **Diagnose** – Assess understanding, confidence and application against KSBs
- **Demonstrate** – Apply learning through workplace tasks and activities directly aligned to EPA requirements
- **Debrief** – Reflect on impact, behaviour and improvement in the workplace

Where appropriate, learners are guided to optional stretch and challenge extension tasks, enabling deeper evidence generation and enhanced confidence for EPA assessment.

Learning and Teaching

The programme adopts a blended, learner-centred approach that integrates structured teaching, digital learning, workplace application, and reflective practice. Learning is designed to be practical, role-relevant and progressive, enabling apprentices to develop confidence and occupational competence over time.

Teaching methods prioritise active and applied learning, ensuring that apprentices continuously translate learning into their workplace and build the evidence, confidence and behaviours required to meet the Associate Project Manager apprenticeship and End Point Assessment (EPA) requirements. Learning is scaffolded across programme phases, moving from foundational understanding to integrated performance and sustained competence.

The programme is designed to support apprentices in developing both the technical and professional capabilities required to contribute effectively within project, operational improvement, and transformation environments across business and health & care contexts.

Workplace activity is deliberately structured to support EPA preparation, enabling apprentices to:

- Demonstrate consistent application of Knowledge, Skills and Behaviours (KSBs)
- Generate authentic workplace evidence
- Practise professional discussion and reflective articulation of competence
- Show sustained performance over time, as required by the EPA

Workplace project activity forms a central part of the programme and supports apprentices in applying learning within operational environments. Apprentices are expected to contribute to live workplace projects, operational improvement activity, service transformation initiatives, or project coordination activity relevant to their role and sector context.

Throughout the programme, apprentices progressively identify and develop workplace project activity suitable for:

- Portfolio evidence generation
- Occupational competence development
- Reflective discussion
- EPA project scoping preparation
- Presentation and questioning practice

Coaches support apprentices and employers in identifying suitable workplace opportunities that enable apprentices to demonstrate the breadth and depth of the occupational standard.

Digital Tools and Resources

The programme uses a range of modern digital tools to create an engaging, flexible and work-focused learning experience that supports EPA readiness. Appropriate IT tools on the programme ensure:

- Clear introductions and short learning videos that explain key topics and EPA-related expectations.
- Step-by-step “how-to” guides support workplace tasks, evidence capture and preparation for assessment activities.
- Scenario-based learning where learners observe and reflect on realistic workplace situations such as communication, behaviours and decision-making, supporting preparation for behavioural and professional discussion elements of the EPA.

Learners are encouraged to develop digital skills that reflect the demands of modern business environments and contemporary working practices. Digital skills are integrated through the use of project management tools, collaboration platforms, digital reporting systems, workplace documentation, and appropriate AI-enabled technologies, with a clear focus on professionalism, ethical use, data security, governance, and effective workplace communication.

Live Workshops and Pre-Recorded Webinars

Each phase combines live online workshops, recorded webinars, workplace activities, and reflective practice. Live sessions are interactive and practice-based, using discussions, case studies, operational and project workplace scenarios, and problem-solving activities to help learners apply learning directly to their job role. Recorded webinars and asynchronous learning resources reinforce key concepts, support flexible learning, and develop wider professional knowledge and confidence.

Live workshops are delivered monthly via Zoom and last 3 hours. These interactive sessions are explicitly designed to prepare learners for EPA by focusing on:

- Application of learning to workplace scenarios
- EPA-style questioning and discussion
- Reflection on behaviours and decision-making
- Practice articulating evidence and impact
- Mock assessment activities aligned to APM EPA methods

Sector-specific contextualisation is embedded throughout pathway delivery. Both pathways focus on the core knowledge, skills and behaviours from the Associate Project Manager apprenticeship standard, with apprentices on the Health & Care pathway engaging with sector-specific content. This will include NHS and healthcare-focused scenarios, operational challenges, governance considerations, patient safety principles, multidisciplinary working, and service improvement methodologies relevant to healthcare environments and integrated care systems.

Pre-Recorded Webinars

Monthly **2-hour pre-recorded webinars** reinforce learning and EPA readiness through:

- Refreshing core knowledge for the knowledge test
- Supporting behavioural awareness and reflective practice
- Providing guidance on evidence selection and portfolio building
- Reinforcing expectations for professional discussion and workplace competence

Workplace Learning, Evidence, Assessment and Feedback

Portfolio of Evidence (EPA Preparation)

All learners build a portfolio of workplace evidence, demonstrating sustained competence against the Associate Project Manager KSBs. Evidence is generated through real workplace activity and reviewed regularly to ensure EPA readiness.

The portfolio demonstrates:

- Practical application of learning in the workplace
- Reflection on behaviours, decisions and impact
- Evidence of consistent and sustained performance
- Evidence of impact realised
- Real business value delivered through the apprentice's role

Coaches provide formative feedback throughout to strengthen evidence selection and support readiness for Gateway and EPA.

Assessment and Competence Development Strategy (EPA-Aligned)

Assessment activities are progressive and designed to support the development of occupational competence aligned to the Associate Project Manager EPA assessment methods.

Formative assessment is embedded throughout the programme and is used to monitor progress, identify development needs, and prepare apprentices for successful End Point Assessment. Activities include:

- Diagnostic assessments and skills checks
- Reflective practice activities
- Coaching discussions and progress reviews
- Scenario-based questioning and applied learning tasks
- Knowledge checks and quizzes
- Mock assessment activities
- Workplace observation and feedback opportunities

These activities are integrated throughout recorded webinars, live workshops, workplace learning activities, coaching sessions, and project-based learning.

Progress monitoring and competence development activities take place throughout the programme and at the end of each phase. These activities provide opportunities for apprentices to demonstrate application of learning, receive developmental feedback, and build evidence towards occupational competence and EPA readiness.

Activities may include:

- Multiple-choice knowledge checks
- Workplace-context scenarios
- Governance and stakeholder activities
- Project planning and reporting exercises
- Operational improvement and problem-solving activities
- Data interpretation and decision-making activities
- Presentation and communication exercises
- Portfolio and evidence reviews

EPA Readiness

EPA readiness is developed progressively throughout the programme through:

- Portfolio development and evidence mapping
- Workplace project identification and scoping
- Mock professional discussions
- Mock presentation and questioning activities
- Gateway readiness reviews
- Synoptic occupational competence activities
- Ongoing coaching and developmental feedback

Assessment approaches are designed to support inclusive and accessible learning while ensuring alignment to the requirements of the apprenticeship standard and EPA assessment plan.

Collectively, the programme's blended delivery model, digital learning environment, workplace application, coaching support, and phased assessment strategy provide a coherent and progressive approach to developing occupational competence, professional confidence, and readiness for successful completion of the Associate Project Manager (Level 4) apprenticeship standard and End Point Assessment.

19. Apprenticeship development methods and strategies *(Please make reference as appropriate to Accessibility; Knowledge, Skills and Behaviours (KSBs); Portfolio: Portfolio of Evidence: Off the Job Time: Coaching: Employer Support & Liaison: Fundamental British Values: Functional Skills -English and Maths: Development of English and maths skills: Safeguarding: Prevent)*

- **Accessibility:** The programme is designed to meet diverse learner needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g., PDF, audio, and screen-reader compatible resources). Flexible scheduling options accommodate different working patterns, and digital platforms (iLearn and BUD) are fully accessible, supporting assistive technologies. Coaching sessions and reviews can be adapted for individual requirements, ensuring equitable participation. These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.
- **Knowledge, Skills and Behaviours (KSBs):** The KSBs are mapped into each phase of the programme. This demonstrates where each KSB will be taught, providing opportunities for apprentices to begin the development of their portfolio of evidence. Progress against KSB acquisition is monitored throughout the programme through an established framework that integrates coaching activity, employer engagement and internal quality oversight, with readiness for Gateway confirmed through collective agreement between the apprentice, employer and training provider prior to independent assessment.
- **Portfolio:** The apprenticeship will be assessed, in part, through a portfolio of evidence. This evidences how the apprentice has met the requirements of the

Individual Learning Plan and the apprenticeship standard, which lists all the required KSB outcomes.

- **Portfolio of Evidence:** Each phase allows for a guided, yet individualised programme. Coaches will highlight the KSBs mapped to each phase, whilst the apprentice's role will also determine when they can generate robust, current, valid and reliable evidence against the KSBs. The apprentice will work with their coach to agree which KSBs to focus on by key milestones throughout the programme. This cyclical process continues, organically developing a clear plan for evidencing KSBs throughout the duration of the programme until 100% of the KSBs will be evidenced in preparation for Gateway. Evidence will be generated in a number of ways:
 - Via coach-led activity (via the production of work-based product evidence).
 - Via the apprentice's self-directed on the job learning and development (via the production of work-based product evidence).
- **Off-the-job Time:** Apprentices receive off-the-job training throughout the duration of the programme, during their paid hours, for the purpose of achieving their apprenticeship. As such, the programme is scheduled to allow apprentices to study alongside work commitments, with employer support. Each apprentice is provided with a Learner Plan which details all synchronous teaching sessions, activity submission deadlines and milestones from induction through to the final Gateway meeting and End Point Assessment. The e-portfolio system (BUD) records all off-the-job activities, and the Coaches meet with the apprentices to ensure that all activities are completed by the submission date.
- **Coaching:** At the start of the programme, each apprentice is assigned a dedicated coach, who will provide personal support throughout the duration of the programme. Regular coaching sessions are tailored to individual goals, providing continuous progression, confidence-building, and support for learning needs. Sessions capture progress, encourage reflection, and set clear action plans. This approach guarantees ongoing learning, pastoral support, and accountability, helping learners translate learning into measurable success.
- **Employer Support & Liaison:** Once per quarter, employers join coaching meetings to review the apprentice's performance on the apprenticeship and address any areas of concern the employer may have. This tri-partite meeting also confirms that the apprentice continues to receive the required off-the-job time.
- **Fundamental British Values:** We promote Fundamental British Values through teaching and learning interventions and via the coach reviews. These sessions seek to create opportunities for apprentices to apply their understanding of fundamental British values to relevant situations and contexts, and to encourage apprentices to respect each other and their differences, including regarding protected characteristics outlined in the Equality Act 2010.
- **Functional Skills -English and Maths:** In accordance with the apprenticeship funding rules (updated in February 2025), all apprentices, regardless of age, must complete a Functional Skills Initial Assessment in English and maths before beginning the apprenticeship. This establishes each apprentice's starting point and identifies any required support.
 - To be eligible for exemptions from Functional Skills qualifications, apprentices must provide valid certificate evidence prior to enrolment. Acceptable evidence includes GCSEs, AS-/A-levels, or recognised

equivalents at grades A–C/9–4 in English (Language or Literature) and maths.

- Where evidence cannot be provided, apprentices must complete approved diagnostic assessments. Apprentices who do not meet the required threshold will complete Level 2 Functional Skills in English and maths alongside their apprenticeship.
- Apprentices Aged 16 - 18
 - For all apprentices aged 16 -18, English and maths development remains a mandatory part of the apprenticeship programme unless they already hold valid Level 2 qualifications and can provide evidence.
 - Where no evidence is available, the apprentice must undertake diagnostic assessments and complete Level 2 Functional Skills qualifications as part of the programme.
- Apprentices Aged 19+ (Opt-Out Provision)
 - For apprentices aged 19 and over, the February 2025 funding rules allow the apprentice to opt out of ongoing English and maths delivery.
These apprentices must still complete the Functional Skills Initial Assessment, but they will not be required to undertake any additional English and maths learning or qualifications during the programme.
 - Where a 19+ apprentice chooses to opt out, the decision must be agreed by their employer, in writing and retained for compliance and audit purposes.
- **Development of English and maths skills:** The outcomes of the Functional Skills Initial Assessment will act as the baseline for all apprentices. Skills development is embedded throughout the programme in several ways:
 - Coaches and lecturers will use starting-point data to plan targeted teaching and support activities.
 - English and maths will be reviewed at coach progress meetings and reviews, with discussion of workplace application and relevance.
 - On-programme assessments will incorporate a varied assessment approach, including speaking, listening, reading, writing, and mathematical tasks where appropriate.
 - Coaches and lecturers will identify naturally occurring opportunities to develop speaking and listening, reading, writing and maths throughout the programme.
 - Coaching and assessment feedback will highlight spelling, punctuation, grammar, and numerical accuracy to promote continuous improvement.
- **Safeguarding:** Arden University's role in terms of Safeguarding is to -
 - Ensure all staff involved in the delivery of apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the apprentices.
 - Ensure that the Safeguarding policy is applied to all learning settings.
 - Ensure that apprentices understand the aims of Safeguarding how it protects them and how they can access support.
 - Promote a culture that prioritises safeguarding, reducing the potential for harm to be caused or threatened.

- To work with employers to ensure that they are aware of their obligations, as well as the University's so that apprentices are protected in all cases.
- To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the apprentice(s) involved.
- Be available for apprentices to ensure they feel they can always raise concerns that they have.
- **Prevent:** The University's role is to -
 - Ensure that all colleagues are aware of the Prevent duty and the obligations they are required to meet to enable this.
 - Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance.
 - Provide clear channels for apprentices to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment.
 - Ensure prompt response to any concerns raised.

20. Formative Assessment Plan *(Please outline the substance and format of activities featured in the assessment plan for the relevant standard, and detail the formative assessment that will support Apprentices to successfully complete their End Point Assessment, including how Apprentices are supported to engage in mock practical activities (including professional conversations). Indicate when Apprentices will complete formative assessments (it is recommended that formative assessments should take place at both the mid-point of study for feedback and at gateway for readiness and engagement checks) and when there are opportunities in the programme for Apprentices engage in reflective practice)*

Formative assessment within this apprenticeship is designed to support apprentices to develop confidence, competence and readiness for End Point Assessment (EPA). Formative activity is embedded throughout the programme and is used to inform feedback, target support and support decisions that apprentices only progress to gateway and assessment when they are fully prepared.

Substance and format of formative activity

Formative assessment activity takes place throughout the on-programme phase and is aligned to the Knowledge, Skills and Behaviours (KSBs) set out in the apprenticeship standard.

Activities are designed to support:

- Application of learning in the workplace
- Progressive development of occupational competence
- Generation of authentic workplace evidence
- Rehearsal of professional communication and discussion
- Preparation for EPA assessment methods

Formative activities include, but are not limited to:

- Coached review of workplace evidence and portfolio development
- Structured reflective activities linked to real workplace tasks and responsibilities

- Guided professional discussions with coaches to rehearse articulation of knowledge, skills and behaviours
- Communication and stakeholder engagement exercises
- Project planning, reporting, and governance exercises
- Knowledge checks, quizzes, and applied questioning
- Operational improvement and service transformation discussions
- Evidence mapping against KSB requirements
- Project scoping and EPA project suitability discussion
- Collaborative learning activities and peer discussion
- Digital learning activities completed through Bud and iLearn
- Immersive communication and professional practice activities using technologies such as BodySwaps where appropriate
- Mock practical activities and scenario-based tasks aligned to the assessment methods specified in the assessment plan
- Formative feedback on communication, professional judgement and decision-making relevant to EPA methods

These activities are developmental in nature and do not replace summative assessment but reflect the format and expectations of EPA. Their purpose is to build readiness, not to grade performance.

Timing of formative assessment and feedback

Formative assessment and developmental feedback are structured around key points in the apprenticeship journey:

- **Early and ongoing:** Regular formative feedback is provided through coaching sessions and progress reviews, focusing on KSB development, workplace application and portfolio quality.
- **Phase reviews:** At the end of each programme phase, formative review activity is used to evaluate progress against expected KSB milestones, identify gaps and agree targeted actions to support development.
- **Pre-gateway readiness:** In the period leading up to gateway, enhanced formative activity is used to test readiness for assessment, including mock practical activities and professional conversations aligned to EPA requirements. This ensures that apprentices understand the format, expectations and standards of assessment before progressing.

Where formative activity indicates that readiness is not yet secure, additional support, learning activity, workplace practice, or development time is provided before Gateway progression is approved.

Preparation for EPA and mock assessment activity

Apprentices are supported to engage in structured preparation for EPA through formative activities that reflect the assessment methods set out in the relevant assessment plan. This includes opportunities to practise professional conversations, respond to scenarios and articulate evidence of competence in a supported environment.

Coaches play a central role in facilitating these activities, providing targeted feedback on clarity, structure, confidence and alignment to the occupational standard. Where

formative activity indicates that readiness is not yet secure, additional support, learning or time is provided rather than progressing prematurely.

Reflective practice

Reflective practice is embedded throughout the programme and is reinforced throughout the learning cycle, in coaching sessions and phase reviews.

Apprentices are encouraged to reflect on workplace experience, stakeholder interactions, project activity, operational improvement work, feedback and development needs through coached discussion and structured reflective activities. This supports deeper learning, professional growth and improved performance in assessment contexts such as professional conversations.

Gateway readiness and progression

Formative assessment outcomes inform gateway readiness decisions but do not replace formal gateway requirements.

Progression to gateway is only permitted where there is secure and sufficient evidence that all relevant requirements have been met, including sufficient and evidenced development of the required KSBs.

Gateway decisions are made through collective agreement between the apprentice, employer, and training provider, informed by progress reviews, portfolio evidence, workplace performance, and internal quality assurance processes.

Throughout the programme, apprentices are provided with regular opportunities to apply learning, demonstrate occupational competence, receive developmental feedback, and build confidence in preparation for Gateway and End Point Assessment. This ensures that apprentices are entered for EPA only when they have demonstrated the knowledge, skills, behaviours, and workplace competence required to maximise their opportunity for success.

Alignment to Associate Project Manager EPA Requirements

EPA preparation is embedded throughout the programme and explicitly aligned to the assessment methods and occupational requirements of the Associate Project Manager apprenticeship standard. Apprentices progressively develop the knowledge, skills, behaviours, workplace evidence, and professional confidence required to successfully complete each component of End Point Assessment.

Preparation for the Written Project Report with Presentation and Questioning, through workplace project activity, project planning and reporting exercises, governance and stakeholder activities, data interpretation tasks, problem-solving activities, and opportunities to present project outcomes and recommendations.

Preparation for the Professional Discussion underpinned by Portfolio, through structured portfolio reviews, reflective practice activities, coaching discussions, workplace evidence collection, and guided reflection on project contributions, professional behaviours, decision making, stakeholder engagement, and organisational impact.

Preparation for EPA Questioning and Professional Communication, through mock discussions, scenario-based questioning, presentation activities, and opportunities to articulate project management approaches, workplace achievements, lessons learned, and future development goals.

Preparation for Gateway and EPA Readiness, through portfolio mapping, evidence reviews, occupational competence checks, mock EPA activities, and ongoing coaching to identify strengths, development needs, and readiness for End Point Assessment.

Associate Project Manager-Specific Mock and Practice Activities

Mock and practice activities are tailored to the Associate Project Manager role and may include:

- Project planning and scheduling exercises
- Governance and reporting activities
- Stakeholder management and communication scenarios
- Operational improvement and transformation discussions
- Project monitoring and risk management activities
- Project presentation and questioning practice
- Professional discussion rehearsal linked to workplace evidence
- Collaborative problem-solving activities
- MDT and cross-functional working scenarios for Health & Care pathway learners

Health & Care pathway apprentices may additionally engage with:

- NHS governance and patient safety scenarios
- Integrated care and multidisciplinary team discussions
- Operational improvement and patient flow activities
- Service transformation and quality improvement discussions
- Clinician and stakeholder engagement activities

These activities mirror the style and expectations of the APM EPA, without replicating formal assessment, enabling apprentices to develop familiarity, confidence and professional articulation.

21. Resources to Support Learning

The programme is designed to meet diverse learner needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g., PDF, audio, and screen-reader compatible resources). Digital platforms (iLearn and Bud) are designed to support accessibility through features such as screen-reader compatibility, accessible navigation, and adaptable content.

Flexible scheduling options accommodate different working patterns and employer contexts.

Coaching sessions and reviews can be adapted for individual requirements, ensuring apprentices can engage effectively regardless of individual need.

These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.

Non- specific resources:

- Library resources
- Study skills webinars, materials and one to one support sessions
- Inclusion team one to one sessions with the learners with inclusion needs
- Mental health and wellbeing resources

Apprenticeship Specific Resources will be:

- Arden pre-recorded lessons with various teaching and learning materials and resources to aim learning and self-assessment
- Arden teaching and learning materials for the life sessions
- Summative assessment bank of questions with feedback aiming to aid further learning
- EPA formative assessment materials to explain the requirements of portfolio building and project scoping document.
- EPA summative assessment guides to help to understand the requirements, expectation and how to get ready for EPA
- CMI Webinars
- CMI Apprenticeship Manual
- CMI Practice Presentations
- Sample Project for review and understanding
- Knowledge Test Sample Questions
- Drop in Sessions for collaboration and networking
- EPA readiness focussed workshops

24. End Point Assessment		
End Point Assessment Organisation (EPAO)		CMI
EPA consists of:		
Gateway requirement	EPA method 1	EPA method 2
5 months	Project Presentation	Portfolio based interview

Note that End Point Assessment is set by the apprenticeship standard and assessment plan, which defines the required assessment methods and does not permit alternative approaches. Apprenticeship standards are currently undergoing reform, which may enable broader assessment methods in the future. Arden University continues to monitor these developments and will adapt approaches where appropriate to support accessibility and inclusivity.

Record of Amendments post approval (to be completed by Senior Quality Officer)			
Date approved	Version number	Details of Change	Implementation Date agreed