Highfield Level 4 End-Point Assessment for ST0310 Associate Project Manager

End-Point Assessment Kit

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EPA Kit

Contents

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Associate Project Manager apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 4 Associate Project Manager standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts

Apprenticeship standard:	Associate Project Manager
Level:	4
On-programme duration:	Typically, 18 months
End-point assessment window:	Typically, 5 months
Grading:	Pass/distinction
End-point assessment methods:	Written project report with presentation and questioning Professional discussion underpinned by a portfolio of evidence

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

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.

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.

On completion of the apprenticeship, typical job titles include project management or project assistant.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Associate Project Manager apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the professional discussion and collation of a portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- any qualifications specified by the employer
- regular performance reviews undertaken by the employer
- completion of a portfolio of evidence, including reports, assignments, evidence of the tasks that have been undertaken, observations and ongoing presentations showing the apprentice's progress
- study days and training courses
- mentoring/buddy support
- structured one-to-one reviews of their progress with their employer and/or training provider

Throughout the period of learning and development, and at least every **2 months**, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development. This will determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

Project scoping document

A brief Project scoping document must be submitted to Highfield. It should be no more than 500 words. This needs to show that the project will provide the opportunity for the apprentice to cover the knowledge, skills and behaviours (KSBs) mapped to this assessment method. It is not assessed.

The agreed project will present a typical business task that is appropriate for demonstrating the skills and knowledge in the standard. The agreed project will be comparable in terms of content and complexity for all apprentices - it is the context within which the knowledge and skills must be demonstrated that will vary.

The project is undertaken and completed on-programme and pre-gateway. The project itself is not part of the EPA. The project will typically be undertaken on the employer's premises.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours that are assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **20 discrete pieces of evidence**. Evidence must be related to the knowledge, skills and behaviours (KSBs) that are assessed in this assessment method. Evidence may be used to demonstrate more than 1 KSB as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records
- workplace policies and procedures
- reports
- presentations
- witness statements
- annotated paragraphs
- video clips where the apprentice must be in view and identifiable with a maximum total of 10 minutes

This is not a definitive list and other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on the direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed, but underpins the professional discussion.

Use of artificial intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation or artefact, it should be referenced as such within the work. AI must not be used to produce the portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a portfolio of evidence to be put forward as a basis for the professional discussion underpinned by a portfolio of evidence.
- the apprentice must have submitted a Project-Scoping document for the written project report with presentation and questioning.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, some examples have been provided below.
    - Use of the organisation's continual improvement process
    - Scheduling, preparation and monitoring of activities

  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a five-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. The apprentice, training provider and/or employer will discuss this with our scheduling team when scheduling the assessments. This will ensure that the learner is provided with the best opportunity to attempt the assessment. The result of 1 assessment does not need to be known before starting the next.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2024) and end-point assessment plan (2024, ST0310/IfATE v1.4)

https://www.instituteforapprenticeships.org/apprenticeship-standards/associate-project-manager-v1-4

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence
- Submitted a Project-Scoping document for the written project report with presentation and questioning
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements
Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM armed forces or the police
- another photographic ID card, such as an employee ID card or travel card

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The Associate Project Manager apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Project management tools and techniques	
Knowledge	**Skills**
K3 The **interdependencies** between project, programme, and portfolio management. **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). **K5** The need and benefit of the project **governance structure**, requirements, and process and the impact on their role. **K6** The differences and comparative benefits between functional, matrix and project structures. **K7** Different roles and responsibilities within a project environment. **K8** The **differences and comparative benefits** between **linear, iterative and hybrid life cycle approaches.**	**S1** Use project monitoring and reporting techniques to track, interpret and report on performance. **S4** Resolve conflict as and when required with stakeholders within limits of responsibility. **S24** Use data to inform decisions on actions to take to mitigate risks on project. **S25** Use configuration management and change control to schedule and maintain projects. **S26** Manages resources through the project lifecycle.

K11 The purpose, format, and significance of the project management plan. **K16** Techniques for **managing conflict** and negotiation. **K19** Configuration management and change control. **K21** Project scheduling and maintenance, including critical path analysis. **K22** Allocation and management of resources throughout the **project lifecycle**. **K23** Principles of **project risk and issue management**. **K24** Procurement strategies and processes that are both ethical and **sustainable**. **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**.	
Written project report with presentation and questioning	
Pass criteria	***Distinction criteria***

PMT1 Explains how they use project monitoring and techniques to understand the **project context** and to track, interpret and report on performance. (K4, S1) **PMT2** 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) **PMT3** Describes the need and benefit of the **governance structure** and **ethical** and **sustainable** procurement processes and how they impact on their role. (K5, K24)	***PMT4** 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)
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
PMT5 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) **PMT6** 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) **PMT7** 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)	***PMT10** Analyses **project risk and issue management** principles and the impact they may have on the successful delivery of a project. (K23)* ***PMT11** Justifies how project management activities ensure that all activities undertaken are **ethical** and **inclusive**. (K29)*

PMT8 Describes the **differences and comparative benefits** between **linear, iterative and hybrid life cycle approaches**. (K8) **PMT9** 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)	

Amplification and guidance

Interdependencies:

- between different projects under 1 programme or portfolio
- between different programmes within the same portfolio
- relationships and dependencies of separate projects, for instance, the impact of A on B
- effective mapping of dependencies and interdependencies

Project context:

- internal and external contexts
- political projects
- socio-economic projects
- technological projects
- environmental projects
- infrastructure projects

Governance structure:

- organisational structure
    - for example, functional, divisional, matrix, flat or hierarchal
- lines of reporting and communication

- interactions between departments
- processes and procedures
- company culture and values

Differences and comparative benefits:

- where a list is given after this instruction, the differences and similarities between all the listed items/concepts/processes must be outlined. This should be framed in the context of how the choice of each approach would benefit the project.

Linear, iterative and hybrid life cycle approaches:

- linear life cycle:
  - involves the sequential articulation of project activities
- iterative life cycle:
  - a breakdown of activities into repetitive phases that derive value
- hybrid life cycle:
  - a combination of incrementally applied approaches

Managing conflict:

- listening to and understanding the other person's point of view, identifying points of agreement and disagreement, prioritising areas of conflict, developing a plan to work on each item of conflict and actioning the plan

Project lifecycle:

- initiation, planning, execution, monitoring and controlling and closure

Project risk and issue management:

- Risk assessment matrix with 'probability' or 'likelihood' on the left matrix and 'impact' on the other

Sustainable:

- this may be economic, social or environmental. The project supports the growth or maintenance of 1 or more of these sustainable considerations. The project does not have a detrimental social, economic or environmental impact and, where it does, this is offset.

Role and purpose:

- role:
    - the function of the requirement and the part it plays in the project
- purpose:
    - the reason the role is required

Ethical:

- consideration must be given to the potential negative or positive impact on internal human resources, the wider public and the community or environment

Inclusive:

- consideration must be given to individuals with protected characteristics (age, disability, gender identity, race and religion/belief), with different roles in the project and differing levels of seniority and interest

Managing information		
Knowledge	**Skills**	**Behaviours**
K2 The importance of alignment between the project and **organisational objectives**. **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. **K12** Methods used to define, record, integrate, deliver, and manage scope. **K15** The use of information management. **K18** How and when to apply different estimating methods. **K30** Technology and **software** used in the performance of project management activities. **K31** Presentation tools and techniques.	**S10** Apply change control processes to support the management of project scope. **S12** Prepare, monitor, and schedule activities that contribute to the delivery of the overall project schedule and objectives. **S14** Identify and monitor project risks and issues; and plan and implement responses to them. **S15** Deliver a Quality Management Plan which contributes to quality control processes. **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. **S19** Use digital tools and **software** to meet project objectives for example research,	**B3** Has accountability and ownership of their tasks and workload.

	collaboration, presentations, and resolution of problems. **S21** Work within the approved project budget. **S22** Ensure that integrated schedules support **critical path analysis**, interface management, resource forecasting and risk management.	

Written project report with presentation and questioning	
Pass criteria	***Distinction criteria***
MI1 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) **MI2** 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) **MI3** 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)	***MI6*** *Evaluates the approaches they take to maintain a business case, what benefits they achieve and how they ensure successful delivery of a project. (K10)* ***MI7*** *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)*

<table>
<tr><td>MI4 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)

MI5 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)</td><td></td></tr>
<tr><th colspan="2">Professional discussion underpinned by a portfolio of evidence</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>MI8 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)
MI9 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)</td><td>MI10 Justifies why they have applied change control processes and how these supported the management of project scope. (S10)</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">Organisational objectives:
the short, medium or long-term goals of the business
contributes towards strategic direction or is linked to the strategic plan
if linked to key performance indicators (KPIs), then they should be specific and measurable
if linked to vision or mission statements, the contribution should be clear
Software:</td></tr>
</table>

- project management tools:
  - Asana
  - Trello
  - Microsoft Project
  - ClickUp

Continual improvement:

- a clearly defined cycle, such as a plan, do, check, act (PDCA) cycle
- may cite continual improvement techniques and tools, such as Kaizen, Lean, 5S (sort, set in order, shine, standardise and sustain) or Gemba walks

Critical path analysis:

- a project management technique that requires mapping out every key task that is necessary to complete a project
- it is the entire path of a project, from start to finish, going through all of the critical and non-critical tasks, identifying where tasks need to be done before others
- it also notes the amount of time necessary to finish each activity and the project as a whole
- is used to set a realistic deadline for a project and to track its progress along the way

Managing stakeholders		
Knowledge	**Skills**	**Behaviours**
K13 The identification, analysis, and management of **stakeholders**. **K14 Communication techniques** and approaches to interact with **stakeholders** to meet their requirements. **K17** Techniques for working collaboratively within a team and with **stakeholders**.	**S2** Manage and engage with **stakeholders**. **S3** Influence and negotiate with others to create a positive outcome for the project. **S5** Adapt communications to different **stakeholders.** **S6** Communicate and support the project vision, to ensure buy in to the project objectives. **S18** Work with **stakeholders** to deliver the project.	**B1** Works flexibly and adapts to circumstances. **B2** Works collaboratively and builds strong relationships with others across the organisation and external **stakeholders**. **B4** Operates professionally with integrity and confidentiality.

Written project report with presentation and questioning	
Pass criteria	***Distinction criteria***
MS1 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)	*No distinction criteria available.*
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***

MS2 Describes how they identify, analyse, and manage **stakeholders** and adapt their communications to work flexibly to changing circumstances. (K13, S5, B1) **MS3** 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) **MS4** Demonstrates how they operate professionally in order to work with **stakeholders** to deliver the project. (S18, B4)	***MS5** 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)*

Amplification and guidance

Stakeholders:

- their relationship to the project must be clearly explained and defined
- these may be internal or external, unless it is specifically stated in the criteria
- involves systematically identifying stakeholders, analysing their needs and expectations, then planning and implementing various tasks to engage them
- using a stakeholder analysis table may also be beneficial for mapping stakeholders' power and interest

Communication techniques:

- active listening
- clear and concise messaging
- providing regular updates
- verbal communication
- written communication

- emails
- memos
- reports

Research, analysis and evaluation	
Knowledge	**Skills**
K20 The principles of **earned value management (EVM)** and the interpretation of EVM information. **K26** Principles for evaluating project success, including how lessons learned are captured and can impact future project delivery. **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.**	**S7** Collate and analyse information and provide input to support negotiations relating to project objectives. **S8** Monitor and analyse project budgets. **S9** Review and provide feedback on a project business case to ensure the project remains valid. **S11** Evaluate an integrated project management plan to provide recommendations on areas for improvement. **S13** Evaluate and make recommendations on the risk management plan to threats to delivery and recommend solutions.
Written project report with presentation and questioning	
Pass criteria	***Distinction criteria***
RAE1 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,	***RAE4 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)*

including how these are used to recommend areas for improvement. (K26, S11) **RAE2** 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) **RAE3** 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)	
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
RAE5 Describes the principles of **earned value management (EVM)** and the interpretation of EVM information, and how this is used to monitor and analyse budgets. (K20, S8) **RAE6** Explains how they evaluate the Risk Management Plan to address threats to delivery and solutions they have recommended. (S13)	***RAE7*** *Evaluates the principles of earned value management (EVM) they have used, and the recommendations they have made on how this is used to monitor and analyse budgets. (K20, S8)*
Amplification and guidance	
Earned value management (EVM): • a project management technique for measuring project performance and progress • it has the ability to combine measurements of the project management triangle (scope, time and cost) **Sustainability:** • economic, social or environmental • the project supports the growth or maintenance of 1 or more of these sustainable considerations	

- the project is not detrimental socially, economically or environmentally
- any detrimental impacts are offset

UK government policy to achieve net carbon zero:
- the 2008 Climate Act was strengthened in 2019 to commit the UK to bring all greenhouse gas emissions to net zero by 2050

Critically evaluates:
- judgements are taken from several perspectives and a reasoned argument is given for the principles used

<table>
<tr><th colspan="6">Business requirements and objectives</th></tr>
<tr><th colspan="2">Knowledge</th><th colspan="2">Skills</th><th colspan="2">Behaviours</th></tr>
<tr><td colspan="2">K1 The differences between projects and business as usual.

K9 Importance, content, and purpose of a business case.</td><td colspan="2">S20 Provide underpinning data to support the written submission to be taken through the governance process.</td><td colspan="2">B5 Seeks learning opportunities and continuous professional development.</td></tr>
<tr><th colspan="6">Professional discussion underpinned by a portfolio of evidence</th></tr>
<tr><th colspan="3">Pass criteria</th><th colspan="3">Distinction criteria</th></tr>
<tr><td colspan="3">BRO1 Describes the differences between projects and business as usual including how they seek learning and professional development opportunities in both settings. (K1, B5)</td><td colspan="3">No distinction criteria available.</td></tr>
</table>

BRO2 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)	
Amplification and guidance	
Governance process: • how processes are shared and disseminated • how compliance with processes is monitored • frameworks within the organisation • department/function specific, for example, IT or Corporate Governance	

Regulation and legislation

Knowledge	Skills
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.
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
RL1 Explains the regulatory and legislative requirements which impact on their role and how they apply them to the projects they are delivering. (K27, S23)	*No distinction criteria available.*
Amplification and guidance	

Regulations:

- local or national
- sector-specific
- linked to an enforcing regulatory body
- can explain how the project is shaped by, or complies with, specific regulations.

Legislation:

- a law or set of laws
- acts of Parliament
- belonging to a government department
- can be named specifically and linked to a project or organisation's activities.

Codes of practice:

- written guidance or set of standards
- can be attributed to a specific professional body
- may link the project's approach, outcomes or protocols to a specific code of practice

Ethical:

- consideration should be given to the potential negative or positive impact on internal human resources, the wider public and the community or the environment

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Assessment summary

The end-point assessment for the Associate Project Manager apprenticeship standard is made up of 2 assessment methods:

1. a project report of 3,500 words must be submitted by the end of week 12 of the EPA period, followed by a presentation with questioning that lasts for **60 minutes** (the presentation component of the assessment method is typically 20 minutes, the questioning component of the assessment method is typically 40 minutes plus 10%, if necessary, to allow for the apprentice to complete a response)
2. a professional discussion underpinned by a portfolio of evidence lasting **60 minutes** (plus 10%, if necessary, to allow for the apprentice to complete a response)

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure that all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Written project report with presentation and questioning

All assessment methods are weighted equally. The test can be graded at pass or distinction. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** the pass criteria
- To achieve a **distinction,** apprentices must achieve all the pass criteria **and all** the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** the pass criteria

The project report should be submitted by week 12 of the EPA period, and the presentation should be conducted in a suitable location selected by Highfield, such as the employer's or training provider's premises. The presentation with questions can be conducted via video conferencing.

Professional discussion underpinned by a portfolio of evidence

All assessment methods are weighted equally. The test can be graded at pass or distinction. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** the pass criteria
- To achieve a **distinction,** apprentices must achieve **all** the pass criteria **and all** the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** the pass criteria

The professional discussion underpinned by a portfolio of evidence must take place is a suitable venue selected by Highfield. The professional discussion can be conducted by videoconferencing. The apprentice must be verifiable and must not be aided. The professional discussion should take place in a quiet room that is free from distractions and influence.

Grading

The grade awarded for each assessment component is combined to calculate a final grade. This combined grade determines the overall grade, as per the table below:

Written project report with presentation and questioning	Professional discussion underpinned by a portfolio of evidence	Overall grade
Fail	Fail	*Fail*
Fail	Any grade	*Fail*
Any grade	Fail	*Fail*
Pass	Pass	*Pass*
Pass	Distinction	*Pass*
Distinction	Pass	*Pass*
Distinction	Distinction	*Distinction*

Retake and resit information

If an apprentice fails 1 or both assessment methods, they can resit/retake at the employer's discretion. The employer needs to agree that a resit/retake is appropriate. If a resit is chosen, call the Highfield scheduling team to arrange. If a retake is chosen, the apprentice requires further learning and will need to complete a retake checklist. Once complete, call Highfield's scheduling team to arrange a retake.

A resit is typically taken within **2 months** of the EPA outcome notification. Retakes will depend on how much retraining is required but are typically taken within **3 months** of the EPA outcome notification. A resit/retake requires the failed assessment method to be completed in full, regardless of any individual assessment criteria passed previously. The EPA report will contain feedback on areas for development as well as resit/retake guidance.

If the apprentice has failed the written project report assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given **4 weeks** to rework and resubmit their amended report

Any EPA component resit/retake must be taken within a **6 month** period, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive plan to prepare for a resit/retake.

Apprentices who achieve a pass cannot resit/retake the EPA to achieve a higher grade. Where any assessment method must be resat or retaken, the apprentice will be awarded a maximum grade of **pass** unless there are exceptional circumstances that are beyond the control of the apprentice, as determined by Highfield.

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Assessing the written project report with presentation and questioning

This end-point assessment method consists of 2 components:

- written project report
- presentation with questions

Component 1: written project report

The written project report starts after the apprentice has gone through gateway and the title and scope has been approved by Highfield. The duration of the project is up to 12 weeks, which enables the planning, delivery and measurement of the project's impact. The employer should ensure that the apprentice has sufficient time and the necessary resources within this period to plan and undertake the written project. The research and the project itself will be completed before the gateway.

The project outcome should be in the form of a written project report and presentation where the apprentice will present evidence from their real work that illustrates their application of the knowledge, skills and behaviours.

As a minimum, the project report **must** contain at least:

- an executive summary (or abstract).
- an introduction.
- the scope of the project (including key performance indicators, aims and objectives).
- an outline of the project delivery schedule.
- an estimate of cost.
- learning from change outcomes.
- project outcomes. Did it deliver the benefits included? Was it completed within time and cost limitations?
- identification of findings.
- recommendations and conclusions.
- references.
- an appendix containing mapping of the knowledge, skills and behaviours (KSBs) to the report.

Examples of the types of written project report an apprentice could submit include:

- work 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 while abiding by the appropriate laws and legislations.

- deliver a major infrastructure project by defining customer requirements, determining if they are feasible and developing 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, which should be handed to the asset owner upon the project's completion.

- manage 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 to the recommendations to ensure that continuous improvements are made.
- plan and deliver a project to improve outcomes in a challenged organisation area based on an initial evaluation of performance. Engage with stakeholders to develop buy-in and create working relationships to enable you to be embedded within the site. Identify appropriate improvement interventions and create a schedule for their delivery. Keep updated records to enable reporting within the governance structure at an appropriate level of detail, and provide updates to central teams where required.

The report **must** have a word count of **3,500 words**. A tolerance of 10% above or below the stated count is allowed at the apprentice's discretion. Appendices, references and diagrams will not be included in this total. The apprentice **must** produce and include a mapping guide in an appendix, showing how the written project report evidences the KSBs mapped to this assessment method. End-point assessors will only mark reports up to **3,850 words**, at which point, assessors will stop marking and only credit the criteria covered to that point. Reports that fall short of the word count will be marked in full, against all criteria. The assessor will review and assess the project report in advance of the presentation with questioning.

The apprentice may work as part of a team to assist in the completion of a project or elements of a project, which could include internal colleagues or technical experts. The project may be of any size, such as a large or small project. The apprentice must, however, complete their written project report and presentation unaided and they must reflect on their own role and contribution. The apprentice and their employer must confirm this when the written project report and any presentation materials are submitted. The report must be uploaded in PDF format and must be accompanied by the **written submission sheet**, which is available to download from the Highfield Assessment website.

On the written submission sheet, the apprentice and their employer must verify that the submitted report is the apprentice's own work and **must** map how it evidences the relevant KSBs for this assessment method as outlined in this kit. The written submission sheet **must** be submitted before the end of week 12 of the EPA.

Component 2: presentation with questions

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor will ask the apprentice **at least 6 questions** about their written project report and presentation. report and presentation. The presentation will be based on the written project report and should cover:

- an overview of the project
- the project scope
- how this scope was delivered (including the schedule, milestones and key resources)
- a summary of the delivery tasks that were undertaken by the apprentice
- the project outcomes

The presentation must be submitted at the same time as the written project report (by the end of week 12 of the EPA period). The apprentice will be given at least 2 weeks' notice of the presentation with questions.

The presentation and questioning must last **60 minutes**, typically including a **20 minute** presentation followed by **40 minutes** of questioning, where the end-point assessor will ask a minimum of **6 questions**. Follow-up questions are allowed where clarification is required. The end-point assessor can increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last point or respond to a question.

The presentation with questions must take place in a suitable venue selected by Highfield, for example, the employer's premises. It should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by videoconferencing.

To deliver the presentation, the apprentice will need to have access to the following as required:

- audio-visual presentation equipment
- a flip chart and materials to write and draw with
- a computer

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their project and report during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real life examples
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the written project report with presentation and questioning

Apprentices will be graded against the pass and distinction criteria included in the tables on the following pages (under written project report with presentation and questioning criteria).

- To achieve a **pass**, apprentices must meet all of the pass criteria.
- To achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria.

Written project report with presentation and questioning mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation with questions in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- mock presentations should be **60 minutes** long, typically with the presentation lasting for **20 minutes,** followed by **40 minutes of questioning**.
- consider recording of the mock assessment and allowing it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- structured, 'open' questions should be used as part of the questioning. These should not lead the candidate and will allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
    - Can you explain how you select the appropriate project management tool for a specific project?
    - Tell me about a time you scheduled an activity that contributed to the overall project.
    - Can you give me examples of the different ways you have communicated with other members of the team to complete a task?
    - Which piece of technology did you use to complete a certain task and why?
    - Give me an example of a time when you applied an estimating method to your work.

- How do you calculate overall budgets for your projects?

Written project report with presentation and questioning criteria

Throughout the written project report with presentation and questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the written project report with presentation and questioning by considering how the criteria can be met and reflecting on their past experiences.

Project management tools and techniques
To pass, the following must be evidenced.
PMT1 Explains how they use project monitoring and techniques to understand the project context and to track, interpret and report on performance. (K4, S1) **PMT2** 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) **PMT3** Describes the need and benefit of the governance structure and ethical and sustainable procurement processes and how they impact on their role. (K5, K24)
To gain a distinction, the following must be evidenced
PMT4 *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)

Managing information
To pass, the following must be evidenced.
MI1 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) **MI2** 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) **MI3** 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)

MI4 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) **MI5** 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)
To gain a distinction, the following must be evidenced
MI6 *Evaluates the approaches they take to maintain a business case, what benefits they achieve and how they ensure successful delivery of a project. (K10)* ***MI7*** *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
To pass, the following must be evidenced
MS1 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)
To gain a distinction, the following must be evidenced
No distinction criteria available.

Research, analysis and evaluation
To pass, the following must be evidenced
RAE1 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) **RAE2** 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) **RAE3** 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)
To gain a distinction, the following must be evidenced

RAE4 *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)*

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Assessing the professional discussion underpinned by a portfolio of evidence

The professional discussion will be led by the end-point assessor, who will have a formal, two-way conversation with the apprentice. The apprentice will have 2 weeks' notice of the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence. This gives the apprentice the opportunity to demonstrate the depth of their understanding across the KSBs mapped to this assessment method. The portfolio is not directly assessed, however, the apprentice will have access their portfolio during the professional discussion.

The purpose of the end-point assessor's questions will be to assess the following themes:

- business requirements and objectives
- regulations and legislation
- project management tools and techniques
- managing information
- managing stakeholders
- research, analysis and evaluation

The professional discussion must last for **60 minutes**. The end-point assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary. The assessor will ask at least **6 questions.** Follow-up questions are allowed where clarification is required.

Grading the professional discussion underpinned by a portfolio of evidence

Apprentices will be graded against the pass and distinction criteria included in the tables on the following pages (under written project report with presentation and questioning criteria).

- To achieve a **pass**, apprentices must meet all of the pass criteria
- To achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which custody and detention professional criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real life examples
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Professional discussion underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 60**-minute** time slot should be available for the professional discussion if it is intended to be a complete mock professional discussion covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider creating a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock professional discussion with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- Use structured, 'open' questions. These should not lead the apprentice and will allow them to give examples for how they have met each area of the standard. For example:
    - Business requirements and objectives
        - Can you describe a time where you had to prioritise conflicting business requirements and how you approached this?

- Regulations and legislation
    - How do you ensure that you stay up-to-date on changes in regulation and legislation that might affect any ongoing projects?
- Project management tools and techniques
    - Give me an example of a time where you used project management techniques to manage project timelines effectively
- Managing information
    - How do you ensure that information is managed efficiently to meet project milestones while minimizing risks?
- Managing stakeholders
    - Tell me about a time you have worked with relevant stakeholders to complete a project
- Research, analysis and evaluation
    - Can you describe the process of earned value management (EVM) when monitoring and analysing a project's budget?

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the sixty-minute professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below and allocate the relevant grade.

Apprentices should prepare for the professional discussion by considering how the criteria can be met and reflecting on their past experiences.

Business requirements and objectives
To pass, the following must be evidenced
BRO1 Describes the differences between projects and business as usual including how they seek learning and professional development opportunities in both settings. (K1, B5) **BRO2** 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)
To gain a distinction, the following must be evidenced
No distinction criteria available.

Requirements and legislation
To pass, the following must be evidenced
RL1 Explains the regulatory and legislative requirements which impact on their role and how they apply them to the projects they are delivering. (K27, S23)
To gain a distinction, the following must be evidenced
No distinction criteria available.

Project management tools and techniques
To pass, the following must be evidenced
PMT5 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) **PMT6** 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) **PMT7** 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) **PMT8** Describes the differences and comparative benefits between linear, iterative and hybrid life cycle approaches. (K8) **PMT9** 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)
To gain a distinction, the following must be evidenced
PMT10 *Analyses project risk and issue management principles and the impact they may have on the successful delivery of a project. (K23)* ***PMT11*** *Justifies how project management activities ensure that all activities undertaken are ethical and inclusive. (K29)*

Managing information
To pass, the following must be evidenced
MI8 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) **MI9** 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)
To gain a distinction, the following must be evidenced
MI10 *Justifies why they have applied change control processes and how these supported the management of project scope. (S10)*

Managing stakeholders
To pass, the following must be evidenced
MS2 Describes how they identify, analyse, and manage stakeholders and adapt their communications to work flexibly to changing circumstances. (K13, S5, B1) **MS3** 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) **MS4** Demonstrates how they operate professionally in order to work with stakeholders to deliver the project. (S18, B4)
To gain a distinction, the following must be evidenced
MS5 *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)*

Research, analysis and evaluation
To pass, the following must be evidenced
RAE5 Describes the principles of earned value management (EVM) and the interpretation of EVM information, and how this is used to monitor and analyse budgets. (K20, S8) **RAE6** Explains how they evaluate the Risk Management Plan to address threats to delivery and solutions they have recommended. (S13)
To gain a distinction, the following must be evidenced
RAE7 *Evaluates the principles of earned value management (EVM) they have used, and the recommendations they have made on how this is used to monitor and analyse budgets. (K20, S8)*

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