Skills Development Scotland

TECHNICAL APPRENTICESHIP IN PROJECT MANAGEMENT

ℹ️ This Apprenticeship is for

This Apprenticeship is designed to support the development of apprentices working in project management, in roles such as project support officer, project coordinator, project controller, project scheduler, project management analyst or junior project manager, for example. The goal of this apprenticeship is to enable apprentices to develop experience and apply project management knowledge and skills, becoming able to lead projects with a limited complexity, or assist on complex projects, as a result.

🕐 Duration

This apprenticeship is expected to last around 24 months.

📊 Level

SCQF Level 8. More information on SCQF can be found here.

🏅 Qualification(s) Achieved

Diploma in Project Management at SCQF Level 8 (R678 04)
APM Project Management Qualification (PMQ) at SCQF Level 7

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SAAB Scottish Apprenticeship Advisory Board

INTRODUCTION

Apprenticeships aim to provide a mixture of on-the-job (in the workplace) and off-the-job (through day or block release) learning to enable people to develop the knowledge, skills and expertise required by businesses today.

Designed by employers to attract new talent, tackle critical skills shortages and develop existing workforces, apprenticeships can both help people to enter the world of work and develop the skills of those already in work

About Scottish Apprenticeships

Scottish Apprenticeships are funded by the Scottish Government and reflect the Government's commitment to promoting a world-class, inclusive, work-based learning system; they are administered by Skills Development Scotland, the national skills agency. Skills Development Scotland has a remit to contribute to the nation's economic growth and it does this by supporting individuals and businesses alike to develop and apply their skills in the workplace.

The Scottish Apprenticeships system focuses on three key elements:

- the **learning outcomes** aligned to the specific functions of an apprentice's job;

- the **knowledge, skills and behaviours** that will be developed by apprentices, enabling them to work competently and confidently; and

- the **meta-skills** that will be developed by apprentices to help them to manage themselves, collaborate with others and interact with change.

Throughout their apprenticeship, apprentices will be supported and guided by their employer, mentor and learning provider, and will have their growing competence measured by an assessor to ensure they can perform their job to the standard required. On successful completion, apprentices will be awarded nationally recognised competence-based and/or professional qualifications in their chosen field

About this standard and framework document

Working in partnership with businesses and stakeholders, this standard and framework document has been written to provide apprentices and employers with an overview of the key features of a Technical Apprenticeship in Project Management. Please read this alongside the Occupation Profile for Project Management at SCQF Level 8.

Interested in other types of apprenticeship? Find further information here.

THE ROLE OF THE APPRENTICE

The Technical Apprenticeship in Project Management is designed to support entry level project management roles across a variety of public and private sectors, in industries and disciplines including, but not limited to, construction, engineering, utilities, infrastructure, IT and finance.

There are a number of entry level roles available, such as project support officer, project coordinator, project controller, project scheduler, project management analyst or junior project manager. All of these roles require employees to deal with stakeholders (both internal and external), apply technical knowledge and skills across a range of work situations, and demonstrate a clear understanding of regulatory and legislative frameworks as well as the requirements of their own role and the goals of the organisation.

Apprentices will be expected to achieve the following **learning outcomes** by the end of their apprenticeship.

- Understand their own organisational context and operating environment

- Provide support to develop the business case

- Support procurement processes

- Support contract management arrangements

- Plan and schedule projects, taking account of dependencies and resource requirements

- Contribute to the development and monitoring of project budgets

- Identify, assess and manage project risks and other issues affecting projects

- Contribute to quality management processes

- Prepare and maintain project documentation in line with organisational requirements

- Support governance arrangements through appropriate reporting of progress

- Communicate effectively with stakeholders

- Organise and manage meetings

- Lead and support teams to develop solutions

- Develop own professionalism through personal, professional and ethical practice

- Develop meta-skills through a process of regular reflection, coaching, feedback and personal development

DEFINING KNOWLEDGE, SKILLS AND BEHAVIOURS

The Technical Apprenticeship in Project Management is designed to develop apprentices' careers by developing their knowledge and understanding of their role, by increasing their skills and by enhancing their behaviours.

Employers from a variety of sectors have helped to identify the key **knowledge, skills and behaviours** that project management apprentices need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in each of these areas, a high-level summary is provided below. A full list of the **knowledge, skills and behaviours** can be found in the Occupation Profile for Project Management at SCQF level 8.

Knowledge

- Organisations' objectives, strategy, culture and structure
- Project context, principles and processes
- Organisation's systems, policies and procedures for project management
- Project management techniques, tools, processes and software
- Monitoring and controlling project performance and budgets
- Quality plan and quality management processes
- Approaches to stakeholder management
- Professional codes of conduct

Skills

- Applying project management methodology and tools
- Supporting procurement processes
- Managing contracts and risks
- Project planning, scheduling and reporting
- Complying with governance arrangements
- Managing stakeholders and project teams
- Organising and facilitating meetings
- Managing and improving personal performance

Behaviours

- Fulfilling moral, legal, regulatory and ethical expectations
- Acting within limits of personal authority
- Maintaining confidentiality
- Remaining calm and focused under pressure
- Respecting the views and opinions of others
- Adapting positively to changing priorities

DEFINING META-SKILLS

Meta-skills sit alongside and complement technical knowledge, skills and behaviours. As technology, society and the way we work change at an ever-increasing pace, so meta-skills are the over-arching and future-focused attributes that enable other skills to be developed through consideration, reflection and implementation.

Meta-skills support improved performance and productivity, greater adaptability and resilience to change. For apprentices, meta-skills are a critical asset, supporting their ability to cope and excel in the face of change, to solve problems, to collaborate with others and to create successful futures. There are three categories, each with four meta-skills.

Managing yourself – focus, integrity, adaptability and initiative
Connecting with others – communication, feeling, collaboration and leadership
Interacting with change – curiosity, creativity, sense-making and critical thinking

Developing 12 Meta-skills in Project Management

Supported by their employer, mentor and learning provider, apprentices should consider, practise and reflect on their use of meta-skills during their **Technical Apprenticeship in Project Management**, building those skills to enhance their personal effectiveness in their present role and their future careers.

Managing Yourself

For project management apprentices, a clear **focus** is required to meet project deadlines; **integrity** is essential when mediating issues and communicating honestly with clients; **adaptability** is key to working in different ways and using different technologies to suit the specific demands of a project; and using **initiative** is critical to improving processes and finding solutions to disputes.

Connecting with Others

Clear and effective **communication** with team members, clients, sub-contractors and other stakeholders is one of the most significant aspects of a project management role; **feeling** is needed to fully understand stakeholder needs, to respond effectively to others and to tailor communications to suit a particular situation; skills in **collaboration** are vital when working with project teams, sub-contractors and other stakeholders; and strong **leadership** qualities are required when working with others and to ensure timely decision making.

Interacting with Change

A keen sense of **curiosity** is a critical asset when questioning design selection or seeking learning for personal development; **creativity** is fundamental to producing improvements to processes or productivity; **sense-making** comes into play when reviewing tenders or gaining an understanding of company-wide goals; and **critical thinking** is key when reviewing the impact of change requests and project controls.

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KEY ROLES AND RESPONSIBILITIES

A number of different parties will be involved in the delivery, management and assessment of a successful apprenticeship – as well as the apprentice, key roles include employer, mentor, learning provider and assessor. Each has a specific set of responsibilities during the apprenticeship.

Apprentice Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development too.

- Agreeing a learning and development plan with all parties involved and following it through
- Committing to learning throughout the duration of apprenticeship
- Participating in progress meetings with employer and learning provider
- Participating in off-the-job learning where required
- Reflecting on performance and on development of skills, knowledge and behaviours required of the role
- Agreeing new goals to progress learning with all parties involved

Employer Responsibilites

- Providing apprentices with a contract of employment, a job description and an induction programme
- Paying apprentices in line with company policy, current legislation, fair work principles, and equality and diversity expectations
- Ensuring a working environment that is free from discrimination, bullying and harassment

- Agreeing learning needs and learning and development plan with learning provider and apprentices including:
  - agreeing when off-the-job learning will be required and releasing apprentices for this as required
  - making on the job learning arrangements
  - identifying additional support requirements and agreeing actions to implement this
- Providing a quality work-based learning environment for apprentices, including the facilities and training necessary to demonstrate competence and succeed in the apprenticeship
- Providing the support of a mentor who has relevant industry experience and is familiar with the employer's business to support apprentices' development
- Contributing to the ongoing assessment of occupational competence, including observing performance, verifying evidence and profiling meta-skills
- Meeting with apprentices and learning providers to review apprentices' progress and set future goals
- Providing an environment that supports apprentices to take responsibility for their own learning and development
- Supporting and encouraging apprentices during their apprenticeship
- Recognising the achievements of apprentices in career management and progression
- Providing constructive feedback to the learning provider on the quality of their service delivery to inform continuous improvement of both the Scottish Apprenticeships system and apprentices themselves

KEY ROLES AND RESPONSIBILITIES

Mentor Responsibilities

- Helping new apprentices orientate into the workplace
- Providing information, advice and guidance relating to the learning and assessment aspects of the apprenticeship
- Supporting apprentices to define meta-skills in their shared work context
- Working with apprentices, employers and learning providers to ensure problems are resolved quickly
- Acting as an expert witness for apprentices
- Providing support to apprentices as they adjust to the workplace and progress in their career

Learning Provider Responsibilites

- Providing an appropriate apprenticeship programme for apprentices and employers
- Agreeing the learning needs of the apprentices with both the apprentice and the employer
- Agreeing when off-the-job learning will be required and defining roles and responsibilities for this with relevant parties
- Ensuring apprentices have access to the best quality learning opportunities available
- Ensuring apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering apprentices through MA Online and with relevant awarding bodies, Sector Skills Organisations and Skills Development Scotland as appropriate

- Compiling and agreeing learning and assessment plans with apprentices and employers
- Completing assessment records and submitting records and evidence for verification/moderation
- Reviewing apprentices' progress at regular intervals with the employer
- Supporting apprentices to develop their reflective practice
- Advising apprentices who to approach for support, advice and encouragement both within and outwith the workplace
- Seeking and providing feedback from and to employers and apprentices to inform continuous improvement of the Scottish Apprenticeships system and apprentices themselves

Assessor Responsibilites

- Meeting with apprentices, mentors and employers to plan learning and review progress
- Monitoring apprentices' progress against learning and development plans
- Observing and assessing apprentices in the workplace and judging whether their work meets the competence requirements required by the qualification awarding body
- Assessing different types of evidence from apprentices
- Providing constructive feedback on performance and offering suggestions for improvement
- Maintaining current knowledge of industry standards and seeking innovative new methods of work-based learning delivery

The recruitment of apprentices is primarily the responsibility of the employer and before an apprenticeship starts, consideration by the employer should be given to entry requirements and also to ensuring that the workplace adheres to fair work, inclusion and diversity principles. .

For entry into a Technical Apprenticeship in Project Management;

- the minimum age for entry to this apprenticeship is 16 years, and

- apprentices hold a minimum of two Highers (one of which should be English at grade C or above) and National 5 Maths – or the equivalent qualifications at SCQF levels 5 and 6.

However, employers can also consider existing workplace skills and experience, where apprentices are changing careers or upskilling. Being open to alternative assessment methods and relevant experience, instead of qualifications, can help to broaden the pool of potential applicants.

Recognition of Prior Learning (RPL)

People applying for an apprenticeship will undergo a selection process based on the employer's existing HR practices. Learning providers should take account of this and also liaise with employers to provide advice and guidance on any RPL and experience that will be accepted for entry onto the apprenticeship.

It is recommended that a flexible approach to RPL is adopted, on a case-by-case basis, with all relevant experience as well as any previous qualifications taken into account. In particular, learning providers should always consider how they can best recognise apprentices' prior learning in order to minimise repetition of learning. You can find more information on RPL here.

Fair Work, Inclusion and Diversity

The Scottish Apprenticeships system aims to embed fair work principles. These include work that offers effective voice, opportunity, security, fulfilment and respect; work that balances the rights and responsibilities of employers and workers alike, and work that can generate benefits for individuals, organisations and society as a whole in accordance with the Fair Work Convention. The design and development of Scottish Apprenticeships aims to embed these principles in practical ways; this might include opportunities for feedback from apprentices or the availability of clear pathways into future opportunities beyond the apprenticeship itself

Protected characteristics
The Equality Act 2010 includes nine protected characteristics, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. It is against the law to discriminate based on these protected characteristics. Skills Development Scotland is a Corporate Parent and, to that end, includes 'care experienced' in a similar way to protected characteristics in all our funded programmes and services.

Attracting the best people into apprenticeships involves ensuring that barriers are removed. Receiving the right support at the right time unlocks the potential of people who could otherwise be denied the opportunity to go on and become valued employees. Supporting people to feel confident about disclosing their protected characteristics in a safe and respectful way allows employers and learning providers to put the right conditions in place to unlock that potential; the right time for this is often at the start of an apprenticeship or even at the recruitment stage. In practice, it might involve ensuring that reasonable adjustments are made to accommodate apprentices, where that is possible and

in order to help them make the most of their apprenticeship journey. Examples might include (but are not limited to) supporting people with sensory impairments, supporting people for whom English is not their first language and supporting people who are care experienced (for example, through fostering, adoption or residential care).

Diversity in Project Management
The pan sector nature of project management means that it is difficult to make generalisations about the diversity of the workforce as this will often be sector dependent and may vary across, for example, construction, engineering, finance and IT. The Association for Project Management (APM) is the chartered body for the profession and reports challenges in relation to the under-representation of women in project management across the UK. However, this picture is improved among APM's younger membership (16-24 years). APM also reports progress in relation to ethnicity amongst its membership but acknowledges there is work still to be done in terms of improving the diversity of the workforce overall.

Apprenticeship Agreement and Employment Status

All post-school apprentices must hold a contract of employment for the period of the apprenticeship. In addition, an apprenticeship agreement, confirming the commitment of the employer, the apprentice and the learning provider to the agreed standard and framework (this document) must be signed by all parties. This agreement forms part of the individual employment arrangements between the apprentice and the employer, and of the learning arrangements between the learning provider, the employer and the apprentice.

Registration and Certification

Registration and certification of apprenticeships is undertaken through Modern Apprenticeship Online. It is the responsibility of the learning provider to ensure that the registration of apprentices is completed within four weeks of the start of their apprenticeship.

Once the apprenticeship starts, there are a number of key considerations, tasks and milestones that apprentices, employers, learning providers, mentors and assessors should undertake to optimise a successful outcome for all parties.

Work-based Learning

Work-based learning – aligned to and assessed against both the learning outcomes and the knowledge, skills and behaviours of the apprenticeship – is the central and most significant component of an apprenticeship and is based on apprentices' real-life experiences in the workplace. Work-based learning is a partnership between apprentice, employer and learning provider and all apprentices must have the support of a mentor in the workshop.

Get more information on work-based learning **here.**

Meta-skills Development

This apprenticeship includes a **learning outcome** that provides opportunities to develop **meta-skills**. To effectively develop the 12 meta-skills outlined earlier, apprentices must first understand what they are and how they might apply them in their role. To help with this, a simple exercise to define what the 12 meta-skills mean in their role (in language that both apprentice and employer are comfortable with) should be used. This will allow apprentices to consider their own meta-skills profile and which meta-skills they might need to develop or apply in order to perform effectively at work.

Setting development goals, action planning and regularly reflecting on progress will help apprentices to develop their meta-skills and it is vital to provide the time and space for reflections to take place. Naturally occurring opportunities to discuss and reflect on meta-skills might include inductions or performance management, career development and performance review sessions.

Delivery of Training

Consultation indicated that employers prefer an 80/20 split for training with 80% taking place in the workplace and 20% off-the-job, ideally through day release rather than block release as this allows learning to be quickly and easily embedded in the workplace with employers able to provide regular and continuous support to apprentices.

A learning and development plan and an assessment plan should be developed to identify any additional needs and provide apprentices with the appropriate support or adaptations required to successfully complete their apprenticeship.

Approaches to Assessment

Apprentices are expected to provide evidence of meeting the **learning outcomes** and the **knowledge, skills and behaviours** required of this apprenticeship; also, evidence to demonstrate that they are competent in the workplace. It is important for apprentices to recognise how they have developed skills and understanding along the way, and where these still need to be developed.

Observation, questioning and examination of product evidence
This three-method approach classifies all assessments under observation, questioning and examination of product evidence. It is therefore based on the development of a **portfolio of work** and **regular reflection** on learning and skills development through professional dialogue between apprentices and mentors, employers and learning providers.

Holistic Assessment

The holistic approach allows larger pieces of work to evidence a number of **learning outcomes,** rather than a piecemeal process of finding separate evidence for each outcome and/or its associated **knowledge, skills and behaviours. Work-based projects** or **problem-based activities** often provide the richest opportunities for holistic assessment.

Consultation indicated that employers are of the view that the learning outcomes in this apprenticeship describe routinely performed aspects of a project management role and they therefore see little need to allow more than a minimal element of simulation in their assessment. However, the exceptions to this are the learning outcomes 'Supporting procurement' and 'Supporting the management of contracts' – here, simulation is permitted when the apprentice is unable to provide sufficient evidence of workplace performance and/or where there is a potential risk to the apprentice or others. Details of where this is permitted and any conditions that should be set are provided in the associated competence-based qualification specification.

Quality Assurance

Skills Development Scotland is responsible for making sure all funded learning is of high quality and benefits the apprentice. A quality assurance framework is in place to cover the delivery of work-based learning in an apprenticeship and is designed to demonstrate how effectively learning providers and employers support this by ensuring that apprentices:

- receive appropriate support and guidance to enable them to become successful apprentices and confident individuals;
- receive quality training and develop their skills to achieve their learning goals;
- are treated with dignity and respect in a way that promotes equality and inclusion; and
- work towards successful outcomes, leading to future employment or further appropriate career progression.

The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

Qualification Requirements

Competence-based qualification

Through their apprenticeship, apprentices must complete the following competence-based qualification – in this apprenticeship, **Diploma in Project Management at SCQF Level 8.** This qualification brings together the development and assessment of all the **learning outcomes** and **knowledge, skills and behaviours** required of the role in a single qualification. It includes meta-skills development and assessment, which are integrated with technical skills.

Professional qualification

Employers are also of the view that the relevant professional qualification below adequately assesses the required knowledge and understanding for the role.

Apprentices must complete the following professional qualification that assesses knowledge and understanding applicable to the role – in this apprenticeship;
APM Project Management Qualification (PMQ) at SCQF Level 7

AT THE END OF THE APPRENTICESHIP

Pathways and Progression

A successfully completed Technical Apprenticeship in Project Management at SCQF level 8, including the achievement of competence-based and professional qualifications, opens the door to a number of opportunities for progression in both work and further learning.

Career advancement
Successful apprentices may progress to more senior project management roles in a variety of sectors and industries, ranging from finance and law to engineering and IT.

Further study
For those wishing to continue with further study, the following options are available:

- APM Project Professional Qualification (PPQ) at SCQF Level 9

- Graduate apprenticeships in Business Management or IT: Management for Business

- Full time degree

Professional Registration

This apprenticeship supports professional recognition as it includes learning and skills outcomes common to the professional qualifications relevant for project management roles across a variety of sectors. The apprentice, employer and learning provider will determine the most appropriate professional pathway and the learning provider will guide each successful apprentice on the professional registration process they should follow.

AMENDMENTS

Version Number	Date Amended	Description