GRADUATE APPRENTICESHIP IN PROJECT MANAGEMENT

ⓘ Overview

This graduate apprenticeship is designed to support the development of apprentices working in project management in roles such as project manager or programme manager. Over the period of this graduate apprenticeship learners will develop significant experience of project management and will be able to demonstrate application of a full range of project management knowledge and techniques. The goal is that by completion of the programme apprentices are able to independently manage projects of reasonable complexity, or to support the management of larger programmes of work.

◷ Duration

This apprenticeship is expected to last for around 48 months.

▥ Level

SCQF Level 10. More information on SCQF can be found here!

▣ Qualification(s) achieved

The Graduate Apprenticeship in Project Management is a recognised pathway within the Graduate Apprenticeship in Business Management. All apprentices successful in completing their apprenticeship will achieve:

- an honours degree in Business Management or Project Management at SCQF Level 10; and
- a professional qualification in Project Management at SCQF Level 9 or above (such as the APM Project Professional Qualification).

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 for everyone 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.

Find further information on funding and eligibility of Scottish Apprenticeships here.

About this apprenticeship

Working in partnership with businesses and stakeholders, this apprenticeship document has been written to provide apprentices and employers with an overview of the key features of this apprenticeship. Please read this alongside the Occupation Profile for Project Management at SCQF Level 10 and the existing framework document for the Graduate Apprenticeship in Business Management at SCQF Level 10

Find further information on apprenticeships here!

THE ROLE OF THE APPRENTICE

This apprenticeship is designed to support roles in all sectors of the economy including finance, IT, and public services and professional services.

There are a number of project management roles available across these sectors, all of which 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 the regulatory and legislative frameworks as well as the goals of the organisation and the requirements of their own role.

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

- Understand the organisation and the environment it operates in
- Organise and facilitate meetings
- Develop and maintain business cases
- Plan and schedule projects
- Estimate project costs and develop budgets
- Lead and manage teams
- Manage project governance and reporting
- Manage stakeholder engagement and collaboration
- Support Procurement
- Support the management of contracts
- Monitor and control projects
- Contribute to the management of risks
- Manage change control processes
- Manage quality processes
- Realise project benefits
- Manage project handover and closure
- Develop personal professionalism

DEFINING KNOWLEDGE, SKILLS AND BEHAVIOURS

This apprenticeship 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 graduate apprentices working in business analysis need to develop. A high level summary of these is provided below, while a full list of the required **knowledge, skills and behaviours** is set out in the associated Occupation Profile.

High level knowledge, skills and behaviours

This apprenticeship has been developed as a pathway within the Graduate Apprenticeship in Business Management. The Graduate Apprenticeship in Business Management brings together core business and management knowledge, skills and competencies, optional elective modules that reflect sector or function specific components or the specific pathway chosen (Project Management in this case), and links to professional recognition and qualifications as required by the role. For Project Management the required high level knowledge, skills and behaviours are:

Meta-skills required to be effective in work	General business management knowledge, skills and behaviours	Project management specific knowledge, skills and behaviours	Additional specific "local" knowledge, skills and behaviours required by the employer
▪ self-management ▪ social intelligence ▪ innovation ▪ understanding of how skills relate to work activities	▪ organisational performance and operations ▪ project management ▪ business finance ▪ digital business and new technologies ▪ leadership & management	▪ project management ▪ change management	▪ employer's processes and procedures ▪ other role specific requirements ▪ professional body requirements

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 a project management role

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

Managing yourself

Focus is required to meet project deadlines; **Integrity** is essential when mediating issues and communicating honestly with clients; **Adapting** is needed to work in different ways and with different technologies that suit the particular project; and **Initiative** is needed to find solutions to disputes and for improving processes.

Connecting with others

Communicating project requirements to team members, and explaining issues to stakeholders is one of the most significant parts of the job; **Feeling** is needed to fully understand stakeholder needs, to respond effectively to others and to tailor communications to a particular situation; skills in **Collaborating** are required when working with stakeholders and sub-contractors; skills in **Leadership** help ensure that team members have the information they need to perform their roles and to ensure timely decision making.

Interacting with change

Curiosity helps when questioning design selection, or seeking learning for personal development, and **Creativity** is needed to produce improvements to processes or productivity; reviewing tenders or attempting to understand company-wide goals are examples of **Sense-making**; and **Critical thinking** is key when reviewing change requests and controls.

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 the 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 a learning and development plan with the 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 these
- 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 responsibilities

- 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 with relevant awarding bodies 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

- Assuring and enhancing the quality of degree provision

Assessor responsibilities

- 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.

Candidates for Graduate Apprenticeships must be at least 16 years of age, and individual suitability for entry will be decided by an employer and their learning provider partner. As with most degree programmes, entry requirements are likely to vary across learning providers, and learning providers are expected to consider ways they can provide support to individuals who do not hold traditional entry qualifications but have nevertheless shown aptitude and competence at the necessary level.

🏆 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 business management roles, including Project Management roles, means that it is difficult to make generalisations about the equality characteristics of the workforce. The diversity of each workforce will be sector-dependent and will vary across for example, digital marketing, construction and engineering and public services. In a number of these sectors there are recognised challenges in relation to ethnicity, disability and underrepresentation of women. The Association for Project Management (APM) is the chartered body for the project profession and reports challenges in relation to the underrepresentation of women in the profession across the UK. However, this picture is improved amongst APM's younger membership (16-24). APM reports progress in relation to ethnicity amongst its membership but acknowledges work still to do in terms of diversity of the workforce overall. Although Graduate Apprenticeships are relatively new there is evidence that these opportunities do support the development of a more diverse workforce. Employers are therefore encouraged to use these new Graduate Apprenticeships to provide further opportunities to improve workforce diversity.

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.

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 workplace.

Each apprentice must have an individual learning and training plan. This is a tripartite agreement which brings together learning provider and existing employer HR systems and takes account of the individual role of the apprentice. It is key to ensuring that learning is planned as effectively as possible.

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

The place of employment is the key place of learning and work-based learning and skills development must be fully integrated into the delivery and assessment of the degree programme. Employer involvement in the design of delivery of the degree programme is therefore essential. Graduate Apprenticeships are full-time programmes of work-based learning – with a split of around 80:20 between learning through work activities and formally directed learning. Attendance at the place of learning will be agreed between the provider and the employer – examples of how this might work include day release, block release or distance learning supported by an initial "boot camp" or campus-based induction.

This Graduate Apprenticeships is an SCQF Level 10 work-based degree. Any proposed university degree programme for this framework must:
- be worth 480 credits
- be based on a partnership between the employer and the learning provider
- evidence how the programme addresses the work-based learning requirements
- demonstrate how they will ensure that apprentices, upon graduation, will consistently demonstrate competence in the learning outcomes listed in the role of the apprentice (page 3 above)
- embed support for equality and diversity
- develop learning through reflection and review of work processes and experiences
- meet the requirements to apply for professional body recognition.

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.

Quality assurance

Skills Development Scotland has overall responsibility for the quality of Graduate Apprenticeships.
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.

Learning providers are responsible for assuring and enhancing the quality of degree provision through engagement with the Quality Enhancement Framework and the UK Quality Code for Higher Education. This activity is overseen by the Quality Assurance Agency for Scotland.
The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

Qualification requirements

To successfully complete their apprenticeship, apprentices must complete a **degree at SCQF Level 10 in Business Management or Project Management** which brings together the development and assessment of all the learning outcomes and **knowledge, skills and behaviours** required of the role in a single qualification. This includes meta-skills development and assessment, which are integrated with technical skills.
In addition, employers were clear that in addition to holding an honours degree they would expect a Project Manager to hold an appropriate professional qualification at SCQF Level 9 or above – such as the **APM Project Professional Qualification (at SCQF Level 9).** An alternative professional qualification is acceptable where this has been agreed by the employer, apprentice and learning provider to be more appropriate to the individual's role.

AT THE END OF THE APPRENTICESHIP

Pathways and progression

A successfully completed apprenticeship, 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 roles as Project Managers, Programme Managers or PMO Managers.

Equally, they may develop careers in other areas of business management.

Further study
Options for those wishing to pursue further professional learning and development include both post-graduate study (eg a Master's Degree in Business Administration or a Master's Degree in Project Management) and further professional qualifications.

Professional Registration

This apprenticeship supports professional recognition as it includes learning and skills outcomes common to a number of the professional qualifications relevant to the project management sector. The apprentice, employer and learning provider will determine the most appropriate professional pathway in light of the apprentice's specific work role and the learning provider will guide each successful apprentice on the professional registration process they should follow. Candidates who achieve the APM Project Professional Qualification will be eligible for full membership of APM and also will be able to access route 1 to achieving Chartered Project Professional (ChPP).

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AMENDMENTS

Version Number	Date	Description
1.0.0	08/21	Approved by AAG and live on SDS platforms.