



End-Point Assessment

Associate Project Manager Level 4 (V1.5)

Support Pack



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INTRODUCTION

This document sets out the requirements, advice and guidance for the End-Point Assessment (EPA) of the Associate Project Manager Level 4 apprenticeship standard. This document is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Associate Project Manager Level 4.

An apprentice for Associate Project Manager Level 4 should typically spend up to 18 months on programme, with a minimum of 12 months on programme.

This support pack is divided into sections covering all the relevant aspects of EPA for the Associate Project Manager Level 4.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education, Associate Project Manager Level 4 Assessment Plan. For reference, you can find this document.

[Associate Project Manager L4 EPA Plan \(www.instituteforapprenticeships.org\)](http://www.instituteforapprenticeships.org)



EPA TIMESCALE

Register with NQual

Training Providers should register apprentices For EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 30 working days prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

EPA Assessment

The apprentice will complete a Written Report with Presentation and Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

Results

GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for Associate Project Manager Level 4 outline the apprentice must have:

- **Achieved maths and English level 2**
- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **Apprentice must submit a Proposal Scope**

The Gateway form must be sent to NQual 30 working days before End-Point Assessment is carried out, along with the evidence listed above.

You can access the NQual Gateway form by emailing: admin@nqual.co.uk

PORTFOLIO OF EVIDENCE

The apprentice must compile a Portfolio of Evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the Professional Discussion. It will typically contain no more than 20 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

Workplace documentation and records, for example:

- workplace policies and procedures
- reports
- presentations
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

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

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

COMPONENTS OF END-POINT ASSESSMENT

Written Project with Presentation and Questioning

This assessment method has 2 components:

- Written Project Report
- Presentation with Q&A

Component 1 Written Project Report

The apprentice must start the Written Project Report after Gateway. The employer should ensure the apprentice has the time and resources, within the Written Project Report period, to plan and complete their Written Project Report. The research and project will be completed before Gateway.

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 be reflective of their own role and contribution.

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, whilst abiding to the appropriate laws and legislations.
- Deliver a major infrastructure project by defining customer requirements, determining if they are feasible and develop a business case to enable the project to commence. Work with subject matter experts to conduct surveys and undertake risk analysis. Produce a health and safety file throughout the stages of project

delivery to be handed to the asset owner upon project completion.

- 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 into the recommendations to ensure continuous improvements are made.
- Plan and deliver a project to improve outcomes in a challenged organisation area based on 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 schedule for delivery. Keep updated records to enable reporting within governance structure at appropriate level of detail and provide updates to central teams where required.

The Written Project Report must include at least:

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

The Written Project Report must have a word count of 3500 words. A tolerance of 10% above or below is allowed. Appendices, references and diagrams are not included in this total.

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their Written Project Report and Presentation.

Component 2 Presentation with Questions

The presentation should cover:

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

The Presentation with Questions must last 60 minutes. This will typically include a presentation of 20 minutes and a questioning session lasting 40 minutes. The assessor will ask a minimum of 6 questions.

Presentation materials must be submitted along with the written report, by the end of week 12 of the EPA period.

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a formal two-way conversation between an independent assessor and apprentice. This discussion gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The Portfolio of Evidence is submitted to the independent assessor at the Gateway. The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to the portfolio during the Professional Discussion, to refer to and to illustrate answers, however, the portfolio is not directly assessed.

The discussion will last for 60 minutes (+ 10% if needed, to finish the last response). The apprentice will be asked at least 6 questions by the independent assessor during the session.

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Written Report with Presentation and Q&A	Professional Discussion
Knowledge			
K1	The differences between projects and business as usual		✓
K2	The importance of alignment between the project and organisational objectives	✓	
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.		✓
K9	Importance, content, and purpose of a business case.		✓
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.	✓	
K11	The purpose, format, and significance of the project management plan.		✓
K12	Methods used to define, record, integrate, deliver, and manage scope.	✓	

K13	The identification, analysis, and management of stakeholders.		✓
K14	Communication techniques and approaches to interact with stakeholders to meet their requirements.	✓	
K15	The use of information management.		✓
K16	Techniques for managing conflict and negotiation.		✓
K17	Techniques for working collaboratively within a team and with stakeholders.		✓
K18	How and when to apply different estimating methods.	✓	
K19	Configuration management and change control.	✓	
K20	The principles of earned value management (EVM) and the interpretation of EVM information.		✓
K21	Project scheduling and maintenance, including critical path analysis.	✓	
K22	Allocation and management of resources throughout the project life cycle.	✓	
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.		✓
K26	Principles for evaluating project success, including how lessons learned are captured and can impact future project delivery.	✓	
K27	Relevant regulations and legislation such as data protection, and how they impact on their role.		✓
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.	✓	

K29	Principles of conducting project management activities which are ethical and inclusive.		✓
K30	Technology and software used in the performance of project management activities.	✓	
K31	Presentation tools and techniques		✓
Skills			
S1	Use project monitoring and reporting techniques to track, interpret and report on performance	✓	
S2	Manage and engage with stakeholders.		✓
S3	Influence and negotiate with others to create a positive outcome for the project.		✓
S4	Resolve conflict as and when required with stakeholders within limits of responsibility.		✓
S5	Resolve conflict as and when required with stakeholders within limits of responsibility.		✓
S6	Communicate and support the project vision, to ensure buy in to the project objectives.	✓	
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.	✓	
S10	Apply change control processes to support the management of project scope		✓
S11	Evaluate an integrated project management plan to provide recommendations on areas for improvement	✓	
S12	Prepare, monitor, and schedule activities that contribute to the delivery of the overall project schedule and objectives.	✓	

S13	Evaluate and make recommendations on the risk management plan to threats to delivery and recommend solutions.		✓
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.	✓	
S18	Work with stakeholders to deliver the project.		✓
S19	Use digital tools and software to meet project objectives for example research, collaboration, presentations, and resolution of problems.		✓
S20	Provide underpinning data to support the written submission to the taken through the governance process.		✓
S21	Work within the approved project budget.	✓	
S22	Ensure that integrated schedules support critical path analysis, interface management, resource forecasting and risk management.		✓
S23	Apply relevant legislation, regulations, codes of practice, and ethical guidance where appropriate to their work.		✓
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.	✓	

Behaviours			
B1	Works flexibly and adapts to circumstances.		✓
B2	Works collaboratively and builds strong relationships with others across the organisation and external stakeholders.	✓	
B3	Has accountability and ownership of their tasks and workload.	✓	
B4	Operates professionally with integrity and confidentiality.		✓
B5	Seeks learning opportunities and continuous professional development.		✓

GRADING & CRITERIA

Assessments will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment. To achieve a Distinction, the apprentice must achieve all Pass and all Distinction criteria.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

The final grade will be decided on the following combinations.

Assessment Methods 1: Written Project Report with Presentation and Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grade
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

The Pass and Distinction grading descriptors can be found in the tables below separated into Written Project Report with Presentation and Questioning, and Professional Discussion Underpinned by a Portfolio of Evidence.

Grading Descriptors for Written Project Report with Presentation and Questioning

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>Project Management Tools and Techniques K4 K5 K19 K21 K22 K24 S1 S25 S26</p>	<p>Explains how they use project monitoring and techniques to understand the project context and to track, interpret and report on performance. (K4, S1)</p> <p>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)</p> <p>Describes the need and benefit of the governance structure and ethical and sustainable procurement processes and how they impact on their role. (K5, K24)</p>	<p>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)</p>	<p>Pass</p> <p>Techniques for monitoring projects could include Gantt charts, EVM, risk management, project dashboards, KPIs (this is not an exhaustive list). Techniques for reporting could include quality reports, budget reports, risk registers, change control logs and executive summaries (this list is not exhaustive). It should be made clear how these techniques were used in the context of a project.</p> <p>Configuration items can include any tangible or intangible component of a system, such as hardware, software, documentation, processes, and requirement. The configuration management should show a logical approach to control and track projects through the lifecycle. Key components could include; Identification, Control, Status Accounting, Audits and Reviews, Change Management, Version control and Traceability.</p> <p>It should be clear how there is a need for a governance structure as well as an ethical procurement process and what benefits there will be, such as efficiency and effectiveness, risk</p>

			<p>mitigation, compliance, strategic alignment and sustainability. Links to your role must be included.</p> <p>Distinction</p> <p>Techniques included are reasoned and justified in the context of the project and the business setting. Reporting shows how the you have contributed to successful outcomes.</p>
<p>Managing Information K2 K10 K12 K18 K30 S12 S14 S16 S17 S21 B3</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>Evaluates the approaches they take to maintain a business case, what benefits they achieve and how they ensure successful delivery of a project. (K10)</p> <p>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)</p>	<p>Pass</p> <p>A summary of step-by-step activities for a structured approach to meeting objectives. Clear links to the organisational objectives and how the project objectives support.</p> <p>The lifecycle of maintaining a business case, could include documenting the case, reviews, communication updates and decision-making processes. You can explain how your approach benefits to project.</p> <p>Relevant and appropriate technology that was used to support and manage the project and how it was used for risk management and mitigation.</p> <p>A minimum of 2 estimating methods are shown, with examples of how they were applied and how you took ownership of doing so.</p> <p>Detail of what continual improvement and lessons learned have informed on the Resource Management Plan. This could include resource allocation, risk mitigation and overall performance improvement.</p>

			<p>Distinction</p> <p>An evaluation to include what went well and what could have been more effective. Evidence that there were successful project outcomes influenced by you. What you have implemented/ will implement from lessons learned.</p>
<p>Managing Stakeholders K14 S6 B2</p>	<p>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).</p>		<p>Pass</p> <p>Awareness of key stakeholders and their communication needs. Techniques could include creating trust and credibility, creating opportunities for stakeholder input, setting a compelling vision, adapting communication to meet the need of various types of stakeholders.</p>
<p>Research, Analysis and Evaluation K26 K28 S7 S9 S11</p>	<p>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)</p> <p>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)</p> <p>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)</p>	<p>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)</p>	<p>Pass</p> <p>A minimum of 2 principles of evaluation are included and may be; sustainability and long term impact, resource utilisation review, stakeholder satisfaction, alignment with objectives set.</p> <p>You will evaluate the impact of your project objectives, and how successful they were, including any areas that were less impactful.</p> <p>A comprehensive approach is required to meet the UK government policy on net carbon zero. Your approach may include policy alignment and compliance, clear sustainability goals, promoting sustainable practice, measuring progress and adaptation, in line with the project objectives.</p>

			<p>Distinction</p> <p>An evaluation of project evaluation approaches along with an evaluation of the impact of the objectives set, on achieving sustainability goals, concluding with lessons learned for future projects.</p>
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Grading Descriptors for Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>Business Requirements and Objectives</p> <p>K1 K9 S20 B5</p>	<p>Describes the differences between projects and business as usual including how they seek learning and professional development opportunities in both settings. (K1, B5)</p> <p>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)</p>		<p>Pass</p> <p>Clear examples of what constitutes as a project. Examples are given of development opportunities taken to support project work and your main role.</p> <p>Explain how the business case gives context and rationale, and the importance of doing this, for example, to provide detail for stakeholders, and to review the current factors that may impact the project. Data and the business case can support the governance process, for example by outlining funding needs and identifying risks.</p>

<p>Regulation and Legislation K27 S23</p>	<p>Explains the regulatory and legislative requirements which impact on their role and how they apply them to the projects they are delivering. (K27, S23)</p>		<p>Pass</p> <p>A minimum of 2 regulatory and legislative requirements that commonly impact your role. These could relate to financial, data, or industry-specific regulations. When applying these to projects you should show how you consider failure to comply, such as project delays, reputational damage and other adverse effects (this is not an exhaustive list of examples that could be used).</p>
<p>Project Management Tools and Techniques K3 K6 K7 K8 K11 K16 K23 K25 K29 S4 S24</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>Describes the differences and comparative benefits between linear, iterative and hybrid life cycle approaches. (K8)</p> <p>Discusses the role and purpose of quality requirements, planning and control in a project environment and the principles of conducting</p>	<p>Analyses project risk and issue management principles and the impact they may have on the successful delivery of a project. (K23)</p> <p>Justifies how project management activities ensure that all activities undertaken are ethical and inclusive. (K29)</p>	<p>Pass</p> <p>The interdependencies that impact the success of projects and programmes could include reference to resource sharing and allocation, technical and functional dependencies, stakeholder management and monitoring and evaluation, and how they influence the project management plan.</p> <p>An overview of the types of structures and how they link to project risk factors. The levels of authority, resources and collaboration in each structure will influence the effectiveness of the risks and inform mitigation approaches.</p> <p>A summary of the project roles should include a minimum of 3 types of role and the associated responsibilities. Techniques to manage conflict and negotiation could include reference to theoretical models or techniques such as active listening, seeking win-win outcomes, building trust and rapport (this is not an exhaustive list).</p>

	<p>project management activities which are ethical and inclusive. (K25, K29)</p>		<p>Ethical and inclusive considerations could include respect for diversity in the project team and across stakeholders, ethical decision making, transparency and accountability, risk management, fair and equitable resource allocation (this is not an exhaustive list).</p> <p>Distinction</p> <p>Answers additionally provide analysis of risk and issue management and justification of how activities undertaken as part of the project are ethical and inclusive.</p>
<p>Managing Information K15 K31 S10 S15 S19 S22</p>	<p>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)</p> <p>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)</p>	<p>Justifies why they have applied change control processes and how these supported the management of project scope. (S10)</p>	<p>Pass</p> <p>Examples of what information needs to be managed and how it is used to support each of; CPA, Interface Management, Resource Forecasting and Risk Management.</p> <p>An example of applying a change control process, with relevant steps and processes within. Detail of what digital tools and software were used and how they helped to deliver project plans.</p> <p>Examples of how you have presented information, using relevant tools and techniques.</p> <p>Distinction</p> <p>You are able to justify to justify how and why you used the change control process that you did.</p>

<p>Managing Stakeholders K13 K17 S2 S3 S5 S18 B1 B4</p>	<p>Describes how they identify, analyse, and manage stakeholders and adapt their communications to work flexibly to changing circumstances. (K13, S5, B1)</p> <p>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,)</p> <p>Demonstrates how they operate professionally in order to work with stakeholders to deliver the project. (S18, B4)</p>	<p>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)</p>	<p>Pass</p> <p>Examples of your own stakeholders are given and supporting techniques for stakeholder management can be included, such as mapping, needs analysis, and engagement strategies.</p> <p>Strategies for collaboration could include planning communication, managing conflicts and taking on board feedback. Examples of how you have influenced and negotiated towards a positive outcome, could include reference to theory, such as the Kilman model, and how you worked to achieve a win-win results (this is an example).</p> <p>Distinction</p> <p>An evaluation of your chosen communication approach and how it was used successfully and flexibly to suit. Adding improvement areas can contribute to a Full evaluation.</p>
<p>Research, Analysis and Evaluation K20 S8 S13</p>	<p>Describes the principles of earned value management (EVM) and how they monitor and analyse budgets. (K20, S8)</p> <p>Explains how they evaluate the Risk Management Plan to address threats to delivery and solutions they have recommended. (S13)</p>	<p>Evaluates the principles applied in monitoring and analysing project budgets and the recommendations they have used for improving budget oversight. (S8)</p>	<p>Pass</p> <p>Knowledge of the main principles of EVM, along with how they monitor and analyse project performance against agreed objectives (including budget).</p> <p>Distinction</p> <p>You can evaluate your use of the EVM principles and how you were able to make recommendations to support the management of the budget.</p>

Re-sit / Re-take

If an apprentice Fails their EPA component, they will be offered the opportunity to re-sit / re-take the component. It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take 60 minutes (+10%).





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