



KENT BUSINESS COLLEGE

COLLEGE OF PROJECT CONTROLS & MANAGEMENT

Employer Commitment Charter

Project Controls Professional Level 6

Operational · Strategic · Chartered pathways



A PRACTICAL REFERENCE FOR EMPLOYERS & LINE MANAGERS

EMPLOYER & LINE MANAGER GUIDE | SEPTEMBER 2026

Employer Commitment Charter

Project Controls Professional Level 6

Employer Commitment Charter and Line Manager Guide

A complete reference for the employer, line manager and workplace mentor. Use it to agree practical support, organise meaningful workplace learning and make well-evidenced decisions throughout the apprenticeship. The guide supports discussion and preparation alongside your apprenticeship agreement, individual training plan and confirmed programme offer, which record the arrangements for the learner. Professional qualifications and examinations retain their own entry and award requirements. All workplace examples created for this edition are illustrative unless expressly identified as a source account.

About this edition

Kent Business College's employer and line-manager guide to the Project Controls Professional Level 6 apprenticeship. The eight chapters cover employer partnership, curriculum, workplace learning, assessment, quality, safeguarding and practical support, aligned with ST0845 version 1.1 and applicable funding guidance. Examples are illustrative and do not report actual learner or employer outcomes.

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Use this book in the workplace

Before enrolment, focus on the partnership, role and learning plan. During delivery, return to the curriculum, workplace evidence and review guidance. As assessment approaches, use the readiness checks and programme-specific requirements. The final chapters explain how to resolve questions and find support.



CHAPTER 01

A partnership for sound judgement

Build the conditions in which a project controls professional can learn, challenge and contribute.

Welcome: an investment in the quality of decisions

Thank you for supporting a Project Controls Professional apprentice with Kent Business College. Your organisation is making a commitment to a person and to the quality of its own decisions. A competent controls professional helps colleagues understand what has been promised, what is happening, what may happen next and what action deserves consideration. The value comes from credible evidence and sound judgement, especially when information is incomplete or delivery is under pressure. This guide explains what that commitment looks like in practice. It is written for line managers, sponsors, project directors, technical mentors and colleagues who release an apprentice for learning or provide access to work. You do not need to be an expert in every controls discipline. You do need to understand the learning objectives, create appropriate opportunities and be willing to discuss progress honestly. Your workplace knowledge gives the programme a context that a classroom alone cannot provide.

The apprentice will bring questions back from teaching: Why is this activity on the critical path? How reliable is this cost forecast? What assumptions sit behind the contingency? Why are two reporting systems telling different stories? Sometimes those questions confirm good practice. Sometimes they reveal a useful improvement. A supportive manager treats informed challenge as part of professional development and helps the apprentice distinguish a sound recommendation from an attractive but untested idea. KBC contributes structured learning, coaching, feedback and coordination. The apprentice contributes effort, curiosity, integrity and increasing ownership. The employer contributes meaningful duties, protected paid learning time, access to people and evidence, and considered feedback. Each contribution is

necessary. A well-designed curriculum cannot compensate for a role that offers no opportunity to practise, and an interesting job cannot replace a planned programme of substantial new learning. Use the book throughout the programme. Before enrolment, read the responsibilities and learning-time chapters. At each review, return to the workplace and evidence questions. As assessment approaches, use the gateway and practical preparation sections. The aim is a capable professional who can explain the reasoning behind their work and help your organisation make better-informed decisions.

What project controls contributes to an organisation

Project controls connects scope, schedule, cost, risk, change and performance. Its purpose is wider than producing a monthly pack. It creates an agreed basis for understanding delivery, tests the reliability of information and develops recommendations that decision-makers can use. A schedule without credible progress data may offer false reassurance. A cost forecast without an understanding of the remaining work may overlook exposure. A risk register without owners and responses may record concern without improving control. At Level 6, the apprentice develops the ability to connect these disciplines and judge their implications. The distinction is visible in the questions they ask and the advice they give. A technician may collect and analyse progress information. A developing professional must also examine whether the collection method is appropriate, whether the interpretation is justified and whether the proposed response is proportionate. They should be able to identify where specialist advice is needed and explain the limits of their own analysis.

Controls advice must have an appropriate degree of independence. The project manager remains responsible for project decisions; the controls professional is responsible for the accuracy, integrity and reasoning of their recommendations. These roles work closely together, but they are not interchangeable. A manager who requests a more optimistic forecast should expect evidence to support it. An apprentice should not learn that a report is considered correct simply because it is comfortable to read. The occupational standard is rooted in complex engineering and infrastructure settings. KBC discusses relevance with employers in other sectors, but a different job title or business setting must still provide the full occupational learning and appropriate technical complexity. A role limited to arranging meetings, updating a task list or collecting status comments may be useful employment yet insufficient preparation for this standard. For your organisation, the practical question is therefore not merely whether you have projects. It is whether the apprentice can progressively engage with credible baselines, technical information, uncertainty, commercial considerations, assurance and recommendations. Identify these opportunities before committing to the programme and revisit them when projects or responsibilities change.

The apprenticeship, the pathway and professional recognition

Three connected elements need to remain clear. The apprenticeship develops the complete occupational standard and leads to independent apprenticeship assessment. KBC's six-credit pathway organises the taught professional learning selected for the individual. Professional bodies then apply their own requirements for examinations, membership or recognition. These elements reinforce one another, but completing one does not automatically complete the others. A KBC learning credit is a pathway unit, normally representing a four-month module. It is not a promise of transferable university credit. PMP preparation uses two credits across eight months. Certified PMO Professional uses four credits across sixteen months. The final mix must total six credits and fit both the apprentice's development needs and the full Level 6 standard. The titles in a pathway menu are options for discussion; they are not a promise that every listed qualification is included.

Your written offer should name the selected modules, included examinations, funded attempts, membership periods and any additional professional development. This prevents a common misunderstanding: a learner sees a broad professional offer and assumes every certificate will be awarded simply through enrolment. In reality, professional bodies may require particular experience, an application, an examination, membership or continuing development. Those requirements need their own planning. The Chartered pathway includes KBC's Certified PMO Professional Level 6 route. KBC's published offer explains that APM recognition supports the technical-knowledge element of Chartered Project Professional Pathway 2. It does not award ChPP. APM retains its own application and assessment requirements. Similarly, PMP preparation supports preparation for PMI's examination; PMI determines eligibility and awards the certification. Optional Strategy and Leadership study and standalone PMO or PMP courses are not presented in this book as separate government-funded apprenticeships. Where additional learning appears in an individual package, its funding and time commitment must be identified separately. It must not displace the learning required for PCP or be recorded as funded apprenticeship training simply because it is professionally useful. Clear distinctions protect the apprentice's expectations and help employers plan a realistic development journey.

Establishing a meaningful starting point

An apprenticeship should begin with a truthful account of the person's existing capability. A confident applicant may still need substantial development in an unfamiliar controls discipline. An experienced planner might understand schedule logic well but have limited involvement in cost forecasting, quantitative risk analysis or commercial reporting. Equally, an applicant may already perform much of the occupation competently and need a different form of professional development. Initial assessment brings together the role, qualifications, training, work experience, prior learning and support needs. Provide the current job description, examples of actual responsibilities and a realistic view of upcoming projects. A generic job title is insufficient evidence of suitability. Explain what the apprentice may decide independently, what they prepare for others, which systems they use and which disciplines they have not yet experienced. When discussing a skills scan, ask for examples rather than accepting a confidence score on its own. Someone who rates forecasting highly should be able to explain their method, assumptions and a situation in which they changed their recommendation. Someone who rates themselves lower may simply have had little exposure. The purpose is to identify learning, not to reward modesty or optimism. Never encourage an applicant to understate competence to secure funding or overstate it to appear ready.

The resulting training plan should be specific enough to guide decisions. It should show the new learning required, the workplace opportunities that support it, the planned time, the selected pathway and the practical support arrangements. Where prior learning is recognised, KBC explains the corresponding adjustments under the applicable rules. A shorter programme must still be educationally credible; it is not created simply by removing calendar months. Before the programme starts, agree who will act as line manager, technical mentor and employer signatory. These can be different people, but responsibilities must be clear. Confirm that the apprentice can attend learning, access suitable evidence and raise concerns without being passed between departments. A strong beginning reduces the likelihood of a later discovery that the role, workload or evidence permissions cannot support completion.

A clear journey, with room for individual circumstances

KBC's published PCP structure comprises a preceding soft-start month, six teaching semesters across twenty-four months, and two closing workshop months. The planned learning route is therefore twenty-six months plus the soft start and a separate assessment period. The soft-start activities support readiness, access and planning; administrative enrolment is not automatically substantive apprenticeship training. The teaching structure uses semester starts in October, February and June, with the first Friday as the published start point. Each teaching semester contains fourteen two-hour classes and a reading week. The individual timetable confirms dates, time zones, breaks and any changes. Employers should use the issued calendar rather than reconstructing dates from a marketing description. The national standard currently describes a typical forty-eight-month duration excluding assessment and a minimum of 835 off-the-job training hours. KBC's shorter teaching model is its own delivery plan, not the national typical duration. Initial assessment, the planned intensity of training, occupational opportunities and any evidenced prior learning must support the individual arrangement. If the proposed calendar does not contain enough realistic paid learning time, resolve that before signing.

Monthly coaching helps the apprentice explain progress and decide the next development priority. KBC's published rhythm includes an approximately one-hour learner-and-coach meeting, monthly work and learning records submitted through Aptem by the twentieth or next working day, and a one-hour tripartite employer review approximately every ten weeks. Those meetings complement one another; the learner's progress presentation forms part of the monthly coaching meeting rather than automatically creating an additional meeting. Assessment follows gateway readiness, not the final teaching date alone. The current assessment plan describes a typical six-month assessment period. Its detailed arrangements and deadlines are confirmed by the assessment organisation. Leave sufficient employment, access, supervision and release time for that stage. The practical value of a published journey is that it makes planning possible; the individual training and assessment plan makes it accurate.

Agree the outcomes you want to see

Before the first module, identify two or three business priorities to which developing controls capability could contribute. Useful priorities are specific enough to observe: improving the credibility of progress reporting, reducing avoidable reconciliation, strengthening forecast explanations, or making change impacts visible before approval. Avoid making a learner solely accountable for an outcome controlled by many people, such as the final cost of a major programme. For each priority, record the starting position and the apprentice's expected contribution. If reporting takes three days, what activities consume that time? If forecasts change unexpectedly, are assumptions undocumented, actual costs late or scope changes poorly controlled? If risk reviews are weak, is the problem identification, quantification, ownership or follow-through? Defining the problem creates a better learning opportunity than assigning a broad instruction to improve project controls.

Agree a learning outcome as well as a business outcome. A new dashboard may shorten preparation time, but the apprentice should also learn to validate data, explain measures, understand stakeholder needs and maintain a controlled process. If the dashboard looks polished but the apprentice cannot explain its calculations, the business may have acquired an attractive dependency rather than a stronger professional capability. Use evidence proportionately. A small before-and-after comparison, a quality review, an approved recommendation and feedback from the recipient may be enough to demonstrate a useful contribution. Record wider influences and distinguish a proposal from an implemented change. Do not turn every improvement into a financial claim or imply that an apprenticeship caused all favourable movement. Return to these outcomes in progress reviews. Some objectives will become less relevant as projects evolve; others will grow in ambition as the apprentice becomes more capable. Updating an objective with a documented reason is sound management. Keeping an obsolete target for appearance's sake encourages unhelpful work. The shared test is whether learning continues to develop the full occupation while contributing responsibly to your organisation.



CHAPTER 02

The employer partnership

Clear responsibilities, constructive challenge and a workplace that supports development.

The tripartite relationship in daily practice

The apprenticeship relationship joins three perspectives. The employer understands the work, its risks and its performance expectations. KBC understands the curriculum, learning progression and assessment requirements. The apprentice understands their own experience, effort, uncertainty and aspirations. A review becomes useful when all three perspectives are heard and translated into practical action. The line manager's contribution is not limited to approving a form. Explain where learning has been applied, what has improved and where the apprentice still needs support. If a technically strong assignment is not yet reflected in workplace performance, describe the difference. If the apprentice performs well at work but struggles to explain their reasoning, help the coach see the relevant examples. This gives KBC a more accurate basis for feedback and further teaching.

The coach should make the learning picture understandable. You should be able to ask which knowledge, skills or behaviours are developing, what evidence supports that view and what opportunity would help next. A progress percentage without explanation is insufficient for managerial decisions. Conversely, employers should not expect a coach to discover every workplace barrier through platform records. Tell them when a project is delayed, a mentor leaves or the apprentice is repeatedly diverted from study. The apprentice should participate as a developing professional. Encourage them to describe their own contribution and to identify an area they do not yet understand. Do not answer every question on their behalf or turn the meeting into a conversation solely between manager and coach. Constructive uncertainty is useful information. It reveals where teaching, practice or clarification is needed. Agree who records actions and how they are followed up. Each action needs an owner, a completion point and an intended

outcome. For example, arranging a cost-controller shadowing session is an employer action; completing an analytical exercise is an apprentice action; explaining a confusing forecast method is a KBC action. Shared responsibility becomes credible when each party can see and fulfil its part.

Before you sign: align the role, resources and agreements

Before confirming participation, read the apprenticeship agreement, training plan, employer arrangements and written programme offer together. They serve different purposes. The apprenticeship agreement concerns the employment and apprenticeship relationship. The training plan explains learning and support. Commercial arrangements record the agreed price and responsibilities. The programme offer identifies the selected pathway and additional inclusions. This charter helps you understand those documents but does not replace them. Check that the person named as employer representative can make the commitments being recorded. A supportive supervisor may lack authority to release time, approve expenditure or permit disclosure of project information. Bring the relevant HR, finance, technical or information-security colleague into the discussion before a dependency becomes a barrier. Where the apprentice works in a client environment, establish which organisation can authorise access and which remains responsible for employment support.

A feasible role contains a productive purpose and substantial new learning. It offers enough breadth for the occupation while recognising the apprentice's starting point. Prepare a short opportunity map covering planning, cost, risk, change, data assurance, reporting and stakeholder engagement. Mark opportunities that already exist, those that require a temporary rotation and those that are currently absent. Missing opportunities should produce a plan rather than a hopeful assurance. Review the calendar against operational reality. A fixed-term contract, planned relocation, major shutdown, expected role transfer or heavy travel pattern may affect delivery and assessment. Explain these conditions honestly. They do not always prevent participation, but they may require a different start, duration, support arrangement or programme. Ensure that funding and eligibility checks are completed by the responsible team, rather than assuming that an accepted application settles every requirement. Finally, confirm that the apprentice has had time to read and question the documents. A rushed signature is a poor foundation for a long programme. Resolve inconsistencies in hours, dates, qualifications or costs in writing. All parties should begin with the same understanding of what has been agreed and how changes will be managed.

Your responsibilities as the employer

Employers make learning possible through decisions about work. Protect the paid training arrangements in the agreed plan and ensure that operational demands do not repeatedly remove them. Provide the equipment, software access, safe environment and reasonable support required for participation. A learner joining remotely still needs an appropriate place to attend, the ability to hear and contribute, and permission to concentrate without being simultaneously assigned routine work. Provide opportunities to develop and demonstrate the full occupation. This may involve collaboration with planners, estimators, risk specialists, commercial teams and project managers. The apprentice need not own every organisational process, but they need more than second-hand descriptions. Arrange supervised participation and progressively greater responsibility, with appropriate checks where safety, commercial exposure or confidential information is involved.

Give honest feedback. Identify the particular output, decision or behaviour you observed and explain its effect. A general statement that the apprentice is excellent does not help the coach establish what they can do. Equally, saying they lack confidence without an example may conceal a problem with instructions, access or psychological safety. Describe the conditions in which performance was observed and the level of help provided. Participate in reviews, respond to reasonable requests for workplace information and act on agreed actions. Inform KBC promptly about changes to employment, working hours, location, manager, role or circumstances that may affect training. Do not wait until the next scheduled review if learning has stopped or the role no longer offers the necessary opportunities. Support the apprentice through gateway and independent assessment. This includes realistic time, access to information, appropriate authentication and arrangements with the assessment organisation. The employer makes the judgement that occupational performance is consistently at the required level, while the assessment organisation confirms the applicable gateway requirements and grades independent assessment. Your support should enable the apprentice's own performance; it must not become authorship of their assessed work.

The line manager as a developer of professional judgement

Day-to-day management has a powerful effect on how the apprentice learns to behave. If every difficult question is answered for them, they may become dependent. If they are left alone with responsibilities beyond their competence, they may improvise or hide uncertainty. Effective support provides a clear task, access to relevant information, a proportionate level of supervision and an opportunity to explain the result. When assigning analytical work, state the decision it will inform. For example, ask for an assessment of whether a milestone is recoverable and what options deserve consideration, rather than merely asking for a chart. Agree the boundary of the analysis, the required evidence and the audience. Afterwards, discuss what the apprentice found, which assumptions mattered and what they would investigate further. This develops judgement alongside technical skill.

Use graduated responsibility. An apprentice may first observe a forecast review, then prepare part of the analysis, then present recommendations with support, and later lead a defined review. Progress should depend on evidence of capability, not simply elapsed time. Retain appropriate approval controls; apprenticeship development does not remove the employer's responsibility for safe, authorised decisions. Distinguish an honest learning error from disregard for instructions or deliberate misrepresentation. A mistaken formula can become a useful lesson if identified, corrected and understood. Concealing the error, altering evidence or presenting an unverified output as assured requires a different response. Be explicit that professional integrity is expected even when reporting an uncomfortable finding. A short, regular conversation can be effective: What are you learning? Where have you tried it? What did you find difficult? What would help next? These questions keep development connected with work between formal reviews. They also make it easier to identify a barrier while it is still manageable.

Illustrative manager conversation

An apprentice proposes changing the progress measure for a work package. Instead of approving the new chart immediately, the manager asks them to compare the old and proposed rules against acceptance evidence, explain who would validate completion and show the effect on previously reported progress. The discussion develops analytical judgement without requiring the manager to write the answer.

What to expect from the apprentice

An apprentice should take an active role in the programme. That means attending and participating in the agreed learning mode, preparing for coaching, completing assignments, maintaining accurate records and seeking help when something is unclear. It also means applying new ideas carefully at work and respecting the employer's approval, safety and information-handling procedures. Expect evidence of learning rather than a claim of busyness. The apprentice should be able to explain the purpose of an activity, what was new, how they applied it and what they learned from the result. Their account should distinguish their own work from team contributions. Where a template, colleague or digital tool assisted them, that assistance should be acknowledged in the appropriate way. Professional behaviours matter throughout the programme. Reliability includes warning others early when a commitment is at risk. Accountability includes correcting an inaccurate report rather than allowing it to circulate. Collaboration includes listening to technical colleagues and testing understanding. Independence includes making a reasoned recommendation while recognising the limits of one's authority or expertise.

The apprentice should not be expected to absorb unlimited study into personal time, guarantee business outcomes beyond their control or independently resolve every barrier. Ownership of learning works best within a supportive environment. If the workload prevents agreed participation, the appropriate action is an honest discussion and revised plan, not a concealed accumulation of unfinished tasks. Encourage them to maintain a simple preparation routine. Before a coaching meeting, identify a completed learning activity, a workplace example, a question and a next step. Before a tripartite review, prepare a concise account of progress and the opportunity or support needed from the employer. This makes the learner an active partner and gives meetings a practical focus.

What you should expect from KBC

KBC should explain the learning journey and the basis on which the programme has been selected. You should receive a coherent account of the curriculum, intended development, learning arrangements, assessment expectations and support routes. Where the role or prior learning creates a concern, that concern should be addressed openly rather than deferred until late in the programme. Teaching should develop the occupational knowledge and reasoning needed for workplace practice. Assignments and feedback should help the apprentice improve, not simply confirm that a document has been uploaded. Coaching should connect learning with real work, identify gaps and support the apprentice in explaining their own contribution. You should be able to ask why a learning activity is relevant and how it fits the wider programme.

Communication should give you enough information to act. A useful progress update explains engagement, development, overdue work, learning-time concerns and the next workplace opportunity. It does not require disclosure of private information unrelated to your responsibilities. Where the apprentice has a support need, KBC should work

with them and the employer on appropriate arrangements, sharing what is necessary for implementation. KBC should coordinate the formal programme processes within its responsibility, including training-plan updates, gateway preparation and liaison about assessment. The team should make clear which matters belong to the employer, the assessment organisation or a professional body. If an examination or membership is included in the offer, the booking, eligibility and attempt arrangements should be understandable before the learner relies on them. If something is not working, raise it. An unresolved access issue, repeated unclear feedback or cancelled review can affect learning as much as an employer-side barrier. Describe what happened, its effect and the resolution needed. A strong partnership allows KBC's delivery to be questioned and improved, while keeping the apprentice's progress at the centre of the discussion.

Professional principles, British Values and ethical conduct

The programme develops professional behaviour as well as technical capability. British Values can be discussed through familiar workplace situations: listening to different views, following lawful procedures, respecting individual choices, treating people fairly and challenging discrimination. These principles become meaningful when they affect how meetings are run, concerns are heard and decisions are recorded. In controls work, integrity is frequently tested in ordinary situations. A team may want to remove an emerging risk from a report because it is unpopular. A supplier may present progress without evidence. A colleague may ask for a baseline to be changed so a variance disappears. The apprentice needs to understand the distinction between correcting an error through an authorised process and altering the record to create a misleading impression. Encourage respectful challenge grounded in evidence. The apprentice can question an assumption without attacking the person who made it. They can explain uncertainty without being indecisive. They can disagree with a proposed response while recognising that the project manager holds the decision authority. These are practical expressions of professionalism, mutual respect and accountability.

Create a route for raising concerns outside the immediate reporting line if necessary. A learner should know what to do if the person asking them to alter information is their own supervisor. Explain employer whistleblowing, ethics, safeguarding and complaints routes at induction, and connect these with KBC's relevant support routes. Avoid promising absolute confidentiality when information may need to be shared to protect someone or address a serious concern. Review behaviour through observed examples. Ask how the apprentice responded to a challenge, handled a correction, included another discipline or acknowledged an uncertainty. A behaviour judgement should not be based on personality, social confidence or similarity to the manager. Quiet, careful reasoning can demonstrate professional confidence just as clearly as a fluent presentation.



CHAPTER 03

From learning to professional impact

Understand the curriculum, select a coherent pathway and prepare for independent assessment.

Programme intent: integrate the disciplines

The programme's intent is to develop a professional who can connect controls information and use it to support decisions. Integration is the essential idea. Scope explains what must be delivered. A schedule describes the intended sequence and timing. Cost information explains resources, commitments and expenditure. Risk analysis explores uncertainty. Change control preserves the relationship between authorised decisions and the baseline. Reporting brings those elements together for an audience that must act. A learner can become proficient in one software package without understanding the wider system. They may produce a technically valid schedule but overlook whether the progress rules are credible, whether the cost codes match the work breakdown or whether a key assumption has changed. The curriculum should help them move beyond isolated technique and recognise these connections. Employers strengthen that learning by exposing the apprentice to different functions and allowing them to follow an issue across boundaries.

Level 6 development also involves evaluation. The apprentice should be able to compare methods, explain why one is appropriate, test its limitations and justify a recommendation. A sophisticated model is not always the best choice. A simple method with transparent assumptions may be more useful when data are sparse or decisions are urgent. Conversely, a complex project may require deeper analysis than a basic traffic-light report can support. Agree a small number of purposeful workplace investigations alongside each module. Examples include reviewing the reliability of a

progress measure, reconciling coding structures, evaluating a forecast method or examining how risk responses affect the schedule. The investigation should be proportionate and authorised. Its educational value comes from the reasoning, evidence and feedback, not from making the largest possible change. A strong curriculum creates increasing independence. Early work may focus on understanding and applying a method with support. Later work should demand integration, challenge and recommendations. The employer and coach should be able to explain this progression through concrete examples. That explanation is more useful than a claim that the apprentice has attended all modules.

Choosing six credits without losing the whole standard

Select the pathway with the apprentice and KBC after initial assessment. Start with the capability the role needs and the learning gaps that have been identified. Then choose a six-credit combination that supports those needs while leaving room for the complete occupational standard. The pathway should not be selected simply because a qualification title is familiar or a particular examination appears attractive. The Operational pathway emphasises the disciplines behind reliable plans, performance baselines and forecasts. The Strategic pathway extends the perspective towards programmes, portfolios, governance and organisational value. The Chartered pathway builds around the four-credit Certified PMO Professional route, supplemented by AI and an agreed earned-value or portfolio option. These are useful organising choices, not separate versions of the apprenticeship standard.

Consider sequencing as carefully as selection. An apprentice who has not yet worked with a credible baseline may need that foundation before tackling advanced performance analysis. Someone who understands technical controls but lacks stakeholder influence may benefit from an early opportunity to explain recommendations to a wider audience. The six teaching semesters provide a framework, while the agreed sequence should make educational and workplace sense. Write down the rationale for the selection. State which responsibilities the modules will support, where practice will occur and which other learning activities cover remaining requirements. Keep the distinction between pathway credits and occupational evidence clear. Passing a professional examination may support knowledge development, but it does not alone demonstrate consistent workplace performance across the standard. Review the choice if the role changes significantly. A learner transferred from site planning to portfolio reporting may need different examples, mentors and opportunities. Any change to the taught mix, examinations or additional inclusions needs agreement with KBC and confirmation in the written plan. The purpose is to maintain a coherent learning journey, not to accumulate unrelated certificates.

Pathway	Employer emphasis	Planning question
Operational	Planning, scheduling, cost, risk and performance	Which controls decisions will the apprentice increasingly support?
Strategic	Programme, portfolio, governance and value	How will wider investment decisions connect with technical controls evidence?
Chartered	Certified PMO Professional plus two agreed credits	How will PMO learning develop the full PCP occupation and support a separately governed professional journey?

Operational pathway: credible plans and forecasts

An Operational pathway should connect planning technique with the realities of execution. The apprentice needs to understand how work is defined, sequenced, resourced, measured and controlled. Appropriate learning may include project planning and control, scheduling, earned value, risk and AI-supported analysis, with PMP preparation available within the published menu. The final six-credit offer determines what is actually studied. A useful employer opportunity is to assign a bounded work package with a clear sponsor and access to source information. Ask the apprentice to understand its scope, review its schedule logic, examine the progress measure and compare the reporting narrative with the evidence. They should identify assumptions, missing interfaces and areas where the information could be misinterpreted. The output should support a real discussion, even if the proposed improvement is modest.

Introduce complexity progressively. Start with a manageable schedule or reporting cycle before expecting the apprentice to interpret a major integrated programme. Ask them to explain how a local delay could affect another work package, how a cost commitment might differ from expenditure and why an apparently positive performance indicator could be misleading. This builds the habit of questioning what a number means in context. Do not treat operational learning as a software course. Software can calculate, display and integrate information, but the apprentice must understand the underlying logic and data. Ask them to demonstrate a calculation on a small example, explain a setting that affects the result and show how they checked the output. An attractive dashboard is not an assurance process. Employer feedback should focus on reliability and decision usefulness. Did the apprentice identify a material issue early? Were the assumptions visible? Was the recommendation proportionate? Could another competent colleague reproduce the analysis? Was the recipient able to understand what action was proposed? These questions make the pathway relevant to performance while preserving its developmental purpose.

Strategic pathway: connect delivery with organisational value

A Strategic pathway helps the apprentice see how project controls supports wider decisions about programmes, portfolios and organisational priorities. The published menu includes options such as PMP preparation, Managing Successful Programmes, Managing Portfolios, risk, AI and PMI PMO Certified Professional preparation. The selected mix must still develop the technical and occupational breadth required for PCP. At this level, the employer can offer opportunities to examine how individual project reports inform a larger decision. For example, a portfolio may contain projects with different confidence levels, resource demands and strategic purposes. Combining their traffic-light ratings does not necessarily reveal the organisation's exposure. The apprentice can investigate the definitions, assumptions and reporting boundaries before suggesting a more meaningful comparison. Use business cases and governance papers as learning material where access is authorised. Ask how intended benefits influence the control strategy, which decisions are reserved for a board and what evidence is required for a change in direction. The apprentice should recognise that controls information is part of a decision process, not an end in itself. They should also understand the risks of comparing information that uses inconsistent definitions or time periods.

Strategic development does not mean bypassing technical detail. A recommendation about reprioritising investment is only as credible as its assumptions about cost, delivery, capacity and uncertainty. Encourage the learner to move between the executive question and the supporting analysis. They should be able to give a concise recommendation and explain the evidence behind it when challenged. A suitable workplace assignment might review the consistency of portfolio forecasts, examine the relationship between benefits milestones and delivery plans, or assess how a governance pack distinguishes approved commitments from proposals. The apprentice should identify the limits of their authority and seek specialist input where necessary. The desired outcome is better-informed judgement, not a mandate for a learner to redesign the organisation's investment strategy.

Chartered pathway: PMO capability with clear recognition boundaries

The Chartered pathway uses the four-credit Certified PMO Professional Level 6 route as its core. KBC's published structure covers PMO and organisational governance; planning and integrated controls; risk, issues and quality; and stakeholder engagement, communication and reporting. AI and an agreed earned-value or portfolio option complete the six-credit mix. The employer should confirm the precise modules and award arrangements in the individual offer. This route can be valuable where the apprentice works across projects or helps shape the way a PMO provides information and assurance. Suitable development might include defining a proportionate reporting service, evaluating a governance process, improving integration between systems or clarifying the evidence needed for escalation. The task should require analysis and professional judgement rather than simply producing a new template library. Ask what problem a PMO service solves and for whom. A weekly report may serve delivery teams, a monthly pack may support a board, and an assurance review may provide independent challenge. Those purposes need different information and relationships. The apprentice should be able to explain the intended user, the decision supported, the data required and the controls needed to maintain reliability.

Keep professional recognition precise. KBC's published route refers to APM-recognised assessment supporting technical knowledge for ChPP Pathway 2. Completion does not itself confer chartered status. The apprentice may need further experience, application evidence and assessment under APM's current requirements. Employers can help by offering suitable responsibility and thoughtful feedback, while avoiding a guaranteed chartership promise. The route also remains a PCP apprenticeship. A PMO role with no access to meaningful technical controls, cost, schedule, risk or evidence may not provide enough occupational breadth. Discuss that risk at the outset. Where rotations or cross-project assignments are necessary, name the host, the learning objective and the expected opportunity. A prestigious pathway title cannot substitute for the work needed to develop the standard.

Scope, coding and the integrated baseline

A baseline is useful only when people understand what it represents. The apprentice should learn to trace authorised scope into a work breakdown, connect that structure with schedule and cost information, and explain how approved changes are controlled. Inconsistent coding or unclear boundaries can create reporting errors that remain hidden until a decision depends on them. Provide access to an appropriately bounded example: a scope statement, technical drawing or specification, work breakdown, schedule extract and cost-code structure. Ask the apprentice to follow one deliverable through the documents. Can they explain where it appears, who owns it, how completion is recognised and how its costs are recorded? If it appears differently in each system, what reconciliation is needed? The manager's role is to create a safe opportunity to investigate, not to invite unauthorised restructuring. Agree which documents may be reviewed, who can explain the technical context and where any proposed change must be approved. The apprentice should distinguish an error in the data from a legitimate difference in the purpose of a structure. A financial ledger and a planning breakdown may not align one-to-one, but the relationship should be understood.

A useful output is a short control narrative supported by a mapping example. It explains the baseline date, scope boundary, coding relationships, assumptions and change route. The learner can then identify a practical improvement, such as a missing cross-reference or a clearer rule for recording a work package. Their recommendation should account for the cost and risk of changing an established process. Relevant KSB areas include K6 on coding structures, K8 on baseline strategy, S5 on developing and reviewing structures and S7 on the baseline approach. Use those references to guide a conversation; the coach confirms the full curriculum and assessment mapping. The evidence should show what the apprentice understood, checked and contributed, rather than merely attaching an organisation's existing baseline document.

Illustrative workplace investigation

A learner finds that design revisions are recorded by drawing number, while cost reports use contract packages and the programme uses asset locations. They create a controlled cross-reference for one selected package, test it with planning and commercial colleagues and explain which decisions it improves. The achievement is the reasoned integration and validation, not the size of the spreadsheet.

Planning and scheduling: test whether the story is credible

A schedule is a model of how work is intended to happen. Its dates depend on scope, logic, durations, resources, calendars, constraints and assumptions. An apprentice should learn to examine these foundations before relying on the output. A milestone date can look precise while resting on weak logic or an untested assumption about access, approvals or productivity. Give the apprentice an opportunity to review a manageable section of a live schedule with a competent planner. Ask them to explain the sequence in ordinary language. Which activities must finish before others begin? Where are the interfaces with another team or supplier? Which constraints reflect genuine commitments and which merely force a preferred date? What evidence supports the remaining durations? Progress measurement deserves equal attention. A statement that an activity is eighty per cent complete may be based on elapsed time, expenditure, physical quantities or a supervisor's judgement. Those bases have different meanings. The apprentice should understand the selected rule, how evidence is collected and how remaining work is assessed. Encourage them to question whether a reported percentage helps predict completion.

Suitable learning outputs include a basis-of-schedule note, a logic review, an interface analysis or a comparison of recovery options. The learner should state assumptions, identify who verified the technical information and explain the limitations of the analysis. They should not remove safety, approval or quality activities to create an apparently faster programme. Relevant KSB areas include K22 on planning practice, S20 on scheduling frameworks and S21 on credible control schedules. Employer feedback can focus on whether the apprentice noticed a material dependency, tested an assumption and explained the effect clearly. The strongest learning often comes from understanding why an experienced planner rejects a superficially attractive shortcut.

Cost engineering and forecasting: explain the remaining exposure

Cost control involves more than comparing an invoice total with a budget. The apprentice needs to understand commitments, expenditure, accruals, remaining work and the assumptions behind a forecast. Timing differences can create misleading impressions. A low level of recorded expenditure may reflect delayed invoicing rather than good performance, while an apparent overspend may partly reflect a coding or timing issue that needs investigation. Arrange a discussion with a cost or commercial colleague using an authorised, appropriately redacted example. Trace a purchase commitment through receipt of work, accrual, invoice and reporting. Ask the apprentice to explain which figures describe money already spent, obligations already made and work still to be delivered. This makes financial controls concrete and helps avoid treating unlike measures as interchangeable.

A forecast should explain what is expected to happen and why. Encourage the apprentice to separate known commitments, estimates for remaining work, identified risks and assumptions. They should understand which changes have been approved and which remain proposals. If a forecast improves, ask what changed in the evidence or plan. A lower number is not inherently a better forecast. Use sensitivity carefully. The apprentice might compare the effect of different productivity assumptions or delivery dates on the remaining cost. They should identify the conditions that would make each scenario plausible and avoid presenting a modelled range as a guaranteed outcome. A forecast is a reasoned estimate, and its uncertainty should be visible to the decision-maker. Relevant KSB areas include K24 on cost engineering, K25 on financial controls, K29 on forecasting and S23 on cost practice. A good workplace submission might contain a concise forecast bridge, an assumptions log and a recommendation for resolving a data gap. The employer should look for transparent reasoning and controlled evidence, not simply a sophisticated formula or a favourable final total.

Estimating, benchmarking and commercial context

An estimate should fit its purpose and the maturity of the information available. Early decisions may rely on broader ranges and assumptions; later decisions may use more detailed quantities, methods and supplier information. The apprentice should understand why a method is appropriate and how uncertainty affects its use. Precision in a spreadsheet does not make an estimate accurate. Provide a bounded estimating or assurance exercise. For example, the apprentice may compare an estimate with historical work, examine the basis of a resource assumption or review how exclusions are documented. They should understand the source, date and comparability of any benchmark. A previous project's cost may require explanation before it can inform a new one with different location, scale, access or technical conditions. Commercial context matters because controls information can have contractual implications. The apprentice should know when they are preparing information for internal management and when it may support a tender, payment, change or dispute. They must follow authorised record-keeping and communication procedures. Access to commercial information should be agreed with the responsible colleague, and any legal interpretation should be referred to the appropriate specialist.

A useful learning output is a basis-of-estimate narrative that explains the objective, method, source information, assumptions, exclusions, uncertainty and assurance. Ask the apprentice to identify the most influential assumptions and describe what further information would improve confidence. This is more valuable than an unexplained total or a list of rates copied from another job. Relevant KSB areas include K18 on commercial matters, K19 on tenders, K20 on estimating, K21 on assurance and S18–S19 on estimating frameworks and justified methods. The employer can support practice by inviting the learner to observe a review, prepare a defined analysis and receive feedback on its reasoning. The learner should understand the commercial significance of the work while staying within their authority.

Risk and uncertainty: make assumptions discussable

Risk management becomes useful when it changes understanding or action. A register containing many vague risks can look thorough while providing little guidance. The apprentice should learn to describe uncertainty clearly, distinguish causes from events and effects, identify ownership and examine whether a response is realistic. They should also understand the difference between a risk, an issue, an assumption and an approved change. Invite the apprentice to prepare or support a review of a selected risk set. Ask them to test whether descriptions are specific enough to discuss, whether owners have accepted responsibility and whether responses have dates and resources. A risk labelled supplier delay is difficult to manage; an account of the cause, affected milestone and available response is more useful. The learner should consult the people who understand the work rather than inventing numbers for completeness. Quantitative methods can support judgement, but their assumptions need scrutiny. Encourage the apprentice to ask how ranges were estimated, what relationships exist between risks and which events are already included in the baseline. Double counting or assuming that all uncertainties are independent can distort the result. The depth of analysis should match the project and the decision, with specialist support where needed.

A suitable output might compare response options and show their effects on cost, schedule, safety and delivery confidence. The apprentice should explain who can approve the response and what signal will trigger further action. They should be able to state what remains uncertain after the analysis rather than implying that a model has removed uncertainty. Relevant KSB areas include K15 on risk, K16 on integration, S14 on risk analysis and S22 on scenario-based improvement. Employer feedback should recognise early, well-founded identification of an uncomfortable risk. If the organisation rewards only optimistic reports, the learner may learn to conceal uncertainty rather than manage it. Your response to challenge is part of the learning environment.

Change, performance measurement and recovery recommendations

Change control protects a shared understanding of what has been authorised. The apprentice should learn to identify a proposed change, assess its implications and follow the appropriate approval route. They must distinguish an approved scope change from a performance variance or a correction to an error. These distinctions matter because they affect how the project's history and current position are understood. Give the apprentice an opportunity to follow one change from request to decision. What evidence described the need? Which scope, schedule, cost and risk implications were examined? Who had authority to approve it? How was the decision reflected in the baseline and communicated to those affected? A controlled process should allow another person to understand what changed and why.

Performance measurement then compares a credible current position with the agreed basis. Earned value can be useful where the work and measurement rules support it, but a ratio does not explain itself. Ask the learner to examine the underlying progress, cost timing and remaining work before recommending action. A favourable indicator may conceal future exposure; an unfavourable one may need context before a recovery plan is chosen. Recovery recommendations should compare realistic options. Overtime, resequencing, additional resources or scope changes can affect cost, quality, safety and other projects. The apprentice should identify assumptions and unintended consequences, rather than treating faster delivery as an isolated objective. A good recommendation may be to obtain better information before making an irreversible decision. Relevant KSB areas include K17 and S8 on change, K26–K27 on performance, S24–S26 on measurement and variations, and S27 on justified recommendations. The employer can assess whether the learner's advice is evidence-based, proportionate and clear about the decision required. The standard of a recommendation is not whether management chooses it, but whether its reasoning is sound and responsibly presented.

Data, digital tools and responsible AI

Project controls depends on information moving between people and systems. The apprentice should learn to ask where a figure originated, when it was updated, who validated it and what transformations occurred before it appeared in a report. These questions apply to spreadsheets, planning systems, dashboards and AI-assisted workflows alike. A suitable learning task is to trace one important metric from source to presentation. The apprentice can identify its definition, calculation, owner, update frequency and validation checks. They may discover that two reports use the same label for different measures, or that a manual adjustment has no documented rationale. An improvement should make the process more reliable and understandable, not simply more automated.

AI can support authorised tasks such as drafting a report structure, explaining a method using synthetic data or assisting with code that is reviewed and tested. It should not be trusted to invent progress, validate facts without checking or make unapproved project decisions. Employer and client information must not be uploaded into an unapproved service. The apprentice needs to understand the tool's permissions, retention arrangements and organisational policy before using real data. Ask the learner to demonstrate human checks. Can they reconcile an output with the source? Can they explain the calculation? Have they tested a known example and a difficult edge case? If an AI-generated narrative says a project is on track, what evidence supports that statement? Responsible digital practice keeps accountability with people and makes the limits of automation visible. Relevant KSB areas include K4 on software, K12 on assurance, S1–S3 on systems, S12 on validation, S15 on analytical improvement and S29 on continuous improvement. A useful submission might include a workflow diagram, a validation checklist, a small test set and an account of the

improvement observed. The employer should value a modest, controlled tool more highly than an impressive demonstration that cannot be trusted in normal use.

Leadership, communication and sustainable practice

A controls professional influences people who hold different information, priorities and authority. Technical quality matters, but advice has limited value if the intended audience cannot understand it or act on it. The apprentice should learn to select the right level of detail, explain uncertainty and make the required decision clear. An executive briefing and a technical working session need different forms of communication. Provide opportunities to communicate with progressively broader audiences. The apprentice may first explain a variance to a planner, then present a recommendation to a project manager and later contribute to a governance discussion. Before each opportunity, agree the purpose and support available. Afterwards, discuss what the audience understood, which questions arose and how the explanation could improve. Leadership also includes developing others and strengthening the working environment. An apprentice may coach a colleague in a reporting method, clarify a procedure or coordinate a cross-disciplinary review. They should learn to listen, distribute tasks appropriately and recognise expertise beyond their own. Leadership is not demonstrated by taking over every task or presenting team work as an individual achievement.

Safety and environmental considerations belong in controls decisions. A proposed acceleration may increase fatigue or remove necessary assurance time. A procurement or sequencing choice may affect waste, travel or energy use. The apprentice should identify relevant implications within their role and consult the responsible specialists. They are not expected to replace competent health, safety or environmental advice. Relevant KSB areas include K9–K11 on safety, environment and ethics; K14 on communication; K30 on leadership; S9–S11 on responsible practice; S13 and S27 on stakeholders and recommendations; and S28 on developing colleagues. These areas should appear in ordinary work discussions, not only in a separate values assignment. The employer's own conduct provides a practical example of what professional responsibility means.

Measuring learning, performance and business impact

Learning, performance and business impact are related but distinct. Learning concerns what the apprentice now understands or can do. Performance concerns how well they apply that capability in their role. Business impact concerns the effect on an organisational objective. Keeping these distinctions visible prevents overclaiming and helps identify what support is needed. For example, learning to validate data may enable the apprentice to find a reporting inconsistency. Their performance is demonstrated by investigating it accurately and explaining the issue. The business impact may be a corrected decision or a more reliable reporting process. If no decision has yet changed, describe the improvement in information quality without inventing a financial saving. Establish a small evidence chain: starting position, learning activity, workplace application, observed result and next step. A manager's dated observation can add context to a work product. An approved change or stakeholder response can show whether a recommendation was used. A subsequent review can test whether the improvement lasted. This is stronger than a collection of favourable comments with no connection to the learning.

Use measures that fit the work. Examples include the proportion of reports issued with a complete assumptions note, the number of reconciliation issues discovered before publication, forecast explanation quality, time needed to prepare a controlled report or timely completion of risk-response actions. Avoid making a target so narrow that it encourages undesirable behaviour, such as reducing reporting time by omitting validation. Career impact also deserves attention. Greater independence, the ability to lead a review, a wider technical remit or a well-supported professional application may show meaningful progression. Promotion, salary increases and chartered recognition depend on wider circumstances and must not be promised as automatic outcomes. The employer can still recognise progress and plan the next opportunity, creating a reason for the apprentice to continue contributing after completion.

Gateway: make a defensible readiness decision

Gateway is the transition into independent apprenticeship assessment. It should occur when the apprentice is consistently performing at the occupational level and the applicable requirements have been met. Finishing the teaching calendar or completing six pathway credits is not sufficient by itself. Readiness needs evidence of occupational competence and the required assessment preparation. The employer makes the judgement about consistent workplace performance, taking KBC's advice into account. The assessment organisation checks the gateway evidence and confirms eligibility to begin assessment. The apprentice should understand and contribute to the process, rather than discovering late that an important document or opportunity is missing. Start readiness conversations early. Review the evidence across the relevant knowledge, skills and behaviours, identify gaps and agree how they will be addressed. A gap may concern learning, workplace exposure, evidence quality or the ability to explain reasoning. Each requires a different response. A new assignment is not always the solution; sometimes the learner needs a supervised opportunity or a better understanding of an existing example.

For the current PCP plan, preparation includes a basis of assignment for the technical work-based assessment and a portfolio supporting the professional discussion. KBC and the assessment organisation must also confirm the English and maths requirements that apply to the individual. Some wording in older or unrevised assessment documents differs from current funding guidance, so obtain the applicable requirements in writing rather than relying on a general statement in a handbook. The employer should ask three practical questions before confirming readiness: Is the apprentice demonstrating the occupation consistently? Is the evidence authentic and suitable? Can the assessment be completed with the agreed time, access and support? If the answer to any question is uncertain, record the issue and resolve it. A considered delay with a clear development plan is preferable to an unsupported gateway decision.

The technical work-based assignment: plan access and independence

The current PCP assessment plan uses a technical work-based assignment involving a report, presentation and questioning. Its purpose is to demonstrate the apprentice's analysis and professional judgement through a defined piece of work with a real business application. The task must be pitched at the occupational level and meet the assessment organisation's specification. The employer helps identify an appropriate source project and secure access to information and people. The plan normally requires a project on which the apprentice has not worked; where that is not possible, it allows a different part of the project from the part they work on. This is an important selection constraint. Do not assume that a familiar teaching assignment or the apprentice's most convenient current task can be submitted unchanged. The basis of assignment is agreed through the gateway process. The current plan describes a typically 500-word proposal identifying the objective, technical scope and intended coverage. Initial access checks can inform that proposal, but the assessed assignment itself is undertaken after gateway under the assessment organisation's instructions. The report is 6,000 words with a ten per cent tolerance and is due within a maximum of twelve weeks after gateway under the current plan.

Support access, time and normal workplace supervision while preserving authorship. The apprentice must perform the analysis and develop the report and presentation. Managers can clarify organisational facts, provide authorised information and confirm outcomes; they must not write conclusions or construct a response for the learner. Ask the assessment organisation about any uncertainty over permitted support. A good employer preparation conversation addresses the source documents, confidentiality, technical contacts, availability, required approvals and contingency if access changes. Plan these arrangements before the assessment clock begins. The value of employer support is that the apprentice can concentrate on demonstrating professional capability instead of spending the assessment period trying to obtain basic permissions.

Portfolio, presentation and professional discussion

The current assessment plan includes a professional discussion supported by a portfolio built during the on-programme period. The portfolio is not separately graded; it provides evidence to support the discussion. It typically contains fourteen pieces of evidence and requires clear mapping to the knowledge, skills and behaviours assigned to that assessment method. Quality and relevance matter more than the size of the file collection. Keep developmental reflection separate from the formal EPA portfolio. Reflection can be valuable in teaching and coaching, but the current PCP plan excludes reflective accounts and self-assessment from that portfolio. Suitable evidence may include authorised workplace documents, annotated material, direct-observation testimony and stakeholder feedback. The apprentice and employer must confirm that the evidence is valid and attributable to the apprentice.

The presentation and questioning component of the technical assignment lasts sixty minutes in the current plan, typically fifteen minutes presenting and forty-five minutes answering questions. The professional discussion lasts ninety minutes. The assessment organisation confirms the arrangements, permitted resources and any approved adjustments. These are professional assessments of reasoning and competence, not tests of theatrical confidence. Preparation should help the apprentice explain decisions in their own words. Ask them to describe the context, the evidence available, the method selected, alternatives considered and the limitations of their conclusion. Follow-up questions should test understanding rather than rehearse a script. A learner who can only repeat a memorised answer may struggle when the assessor asks about a different assumption or an unexpected consequence. Arrange a quiet setting, reliable equipment, protected time and any required access well in advance. Confirm confidentiality and authentication arrangements with KBC and the assessment organisation. Professional-body examinations remain separate from these apprenticeship methods. Passing PMP or another pathway examination does not replace the independent PCP assessment, and an apprenticeship result does not automatically award every professional qualification in the wider offer.



CHAPTER 04

Make learning possible at work

Protect paid learning, create meaningful opportunities and use reviews to improve progress.

Off-the-job training: purpose before the timesheet

Off-the-job training develops new occupational knowledge, skills and behaviours. It can take place at work, online, with KBC or through an agreed practical activity. The location is not the defining feature. What matters is the learning purpose, its relationship to the standard, the paid working arrangements and the evidence that it took place. The current PCP standard publishes a minimum of 835 hours for an apprentice without relevant prior learning. KBC and the employer must agree the actual planned volume and delivery arrangements, which may exceed that minimum. Evidenced prior learning is considered through the formal initial-assessment process; it is not a reason to retrospectively reduce hours because the apprentice is busy or learns quickly. Older blanket statements about twenty per cent or six hours a week should not be applied automatically to every new start.

A manager's practical responsibility is to make the plan deliverable. Reserving a recurring calendar slot helps, but the slot must correspond to real work allocation. If a learner is booked into a two-hour class while also expected to answer operational calls and prepare a report, the organisation has not created a reliable learning arrangement. Arrange cover or adjust the task plan so that participation is possible. The plan should also account for learning beyond live classes. Guided study, relevant assignments, structured practical training, mentoring that develops new capability and revision may contribute when they meet the applicable requirements. Routine productive work, progress reviews, examinations and administrative record keeping do not become eligible simply because they occur during an apprenticeship. KBC confirms the treatment of particular activities. Ask about quality as well as quantity. What did the

learner encounter that was new? What did they practise? What feedback helped them improve? A record of hours without a meaningful account of learning does not provide a satisfactory picture of development. Equally, a strong workplace outcome does not remove the need to evidence the required training.

Build a realistic paid-learning calendar

Begin with the agreed programme hours and work backwards to a feasible calendar. Identify live sessions, guided learning, practical training, assignments, revision and other planned occupational learning. Then account for annual leave, known shutdowns, reporting peaks, travel and any periods when access to a mentor is limited. The plan should describe when learning can genuinely happen, not merely distribute a total evenly across calendar months. For illustration, eight qualifying hours in each of 105 actual learning weeks would provide 840 hours. Eight hours across only one hundred such weeks would provide 800 and fall below the current unadjusted PCP minimum. This simple comparison shows why a weekly headline is not enough. The actual plan must reconcile the full programme volume with the weeks and activities available, including any properly assessed prior-learning adjustment.

The composition can vary. A teaching week may contain a two-hour class, guided study, a supervised analytical exercise and an assignment. Another week may include a longer workshop or structured workplace learning. The agreed pattern should preserve continuity and suit the role. Flexibility changes when and how learning occurs; it does not remove the learning or the employer's responsibility to support paid time. Record contingency arrangements. If an urgent operational incident displaces a planned session, decide promptly when the activity will be completed and whether a different teaching format is needed. Repeated displacement indicates a capacity problem and should trigger a review of workload, support or the programme schedule. Do not let missed learning accumulate invisibly until assessment preparation. The apprentice should not have to negotiate each hour anew with colleagues who are unaware of the commitment. Communicate the agreed arrangement to relevant team members and deputies. A short explanation that the time is part of the employee's development plan can prevent avoidable interruptions. The manager remains responsible for making the operational allocation consistent with that commitment.

Illustrative teaching-week activity	Hours	What makes it learning
Live teaching	2	New concepts, discussion and guided application
Guided study	2.5	Directed material and a defined learning task
Structured workplace practice	2	A new method, appropriate supervision and feedback
Relevant assignment or revision	1.5	Development of occupational understanding
Illustrative weekly total	8	Actual qualifying activity must be recorded; the individual full-programme plan controls

Distinguish learning from routine work

A workplace task can contain both learning and productive activity. The employer and coach should identify the learning element clearly rather than treating the whole task as training. The question is not whether the apprentice was busy or whether the task helped the business. It is whether a planned activity developed new capability relevant to the occupation. Consider a monthly cost report. Producing the report using an established method already understood by the apprentice is routine work. A separately planned session with a cost engineer to learn how accruals are assessed, followed by an exercise and feedback, may be occupational training. Applying the method afterwards can provide useful workplace evidence, but the entire reporting cycle should not automatically be recorded as training. The same distinction applies to coaching. A discussion that checks attendance, due dates and completed hours is a progress or administrative activity. A clearly identified teaching segment that develops a new analytical skill may be eligible if it meets the rules and is recorded accurately. Do not count a full meeting merely because the word coaching appears in its title.

Portfolio activity also needs care. Selecting files, renaming documents and uploading evidence are not automatically new learning. Developing a relevant analytical assignment or learning how to justify a recommendation may be different. Keep the educational activity and its evidence distinct from the administration of assembling a portfolio. Where treatment is uncertain, ask KBC before recording it. A useful habit is to state the learning objective in one sentence before an employer-led activity: the apprentice will learn how to test a schedule assumption, reconcile a cost code, interpret a risk range or explain a forecast. Afterwards, record what occurred and how

understanding was checked. This makes the learning more intentional and reduces vague or inflated records.

Activity	Employer decision
Repeat the usual weekly dashboard update	Treat as routine work unless a distinct, planned new-learning activity is identified
Learn a new validation method with a technical mentor	Agree the objective, duration, standard relevance and evidence with KBC
Attend a ten-week progress review	Support attendance; do not classify the review itself as off-the-job training
Complete a professional examination	Plan release separately; examination time is not automatically qualifying training
Study an unrelated optional qualification	Keep separate unless KBC confirms a specific activity meets the apprenticeship rules

Recording learning accurately and proportionately

A useful learning record allows another person to understand what happened without reconstructing the whole activity. It identifies the date, duration, activity, new learning, occupational relevance and supporting evidence. The record should be specific enough to distinguish one session from another, while remaining practical for the apprentice to maintain. For example, a record stating project work, eight hours gives little information. A stronger account describes the planned activity: reviewed three schedule interfaces with the planner, learned how external dependencies were represented, tested a revised logic example and discussed the effect on the milestone forecast. It should record the actual qualifying time and point to authorised evidence where appropriate. KBC's published rhythm asks for monthly work and learning records through Aptem by the twentieth or the next working day. Encourage the apprentice to record activities close to the event rather than attempting to recreate several months of learning. Small, regular updates reduce errors and make coaching more useful. A calendar invitation or system timestamp can corroborate participation, but does not by itself explain the learning achieved.

As a manager, validate what you can reasonably know. You may confirm release time, participation in employer-led learning and your observations of subsequent application. Do not sign a blanket declaration about activities you have not seen or cannot verify. If a record is unclear, ask for clarification and work with KBC to correct it. Never backdate a record or invent activity to make a total appear complete. Protect confidential information in the evidence. A learning record can refer to a controlled internal document without copying sensitive material into an unrestricted location. Agree the evidence route with KBC and the employer's information owner. The purpose

is a credible record of development, not the creation of an uncontrolled second repository of project information.

Design a role that develops the full occupation

A role can be busy and still offer insufficient development. The apprentice may spend most of their time gathering updates or formatting reports while other people interpret the information and make recommendations. To develop Level 6 competence, they need progressively meaningful involvement in analysis, integration, assurance and professional advice. Create a workplace opportunity map with the coach. List the main occupational areas and identify a real task, project or colleague through which each can be developed. Some opportunities will arise naturally. Others may require a temporary assignment, a review of a completed project or collaboration with another team. The plan should include access to suitable technical information and the chance to explain conclusions. Breadth does not mean abandoning depth. A learner who rotates rapidly through many teams without a defined task may gain only superficial exposure. Agree what they will learn, what they will do and how feedback will be provided. A focused two-week involvement in an estimating review may offer more value than months of passive attendance at a broad programme meeting.

Match responsibility to competence and risk. Early activities may involve observation, supported practice and review before issue. Later activities can involve ownership of a defined analysis or chairing a bounded discussion. Keep approval and safety controls in place. The apprentice's development should be visible in the quality of judgement and decreasing need for support, not in being left alone prematurely. If an important opportunity disappears, raise it early. A cancelled project, changed client permission or restructuring can leave a gap that teaching alone cannot solve. KBC and the employer should review the role and plan an appropriate alternative. Continuing unchanged because the apprentice remains employed does not address the educational issue.

Illustrative role adjustment

A reporting analyst is enrolled with the expectation of gaining cost and risk experience. Three months later, a reorganisation removes those contacts. The manager and coach identify the gap, agree a supervised cost-forecast assignment with another project and schedule participation in two risk reviews. The adjustment specifies learning and feedback rather than simply adding meetings to the diary.

Use the ten-week review to make decisions

A tripartite review should leave the apprentice with a clearer next step and the employer with a clearer understanding of progress. KBC's published arrangement is approximately every ten weeks, with the apprentice, coach and line manager participating. Book the sequence ahead where possible and nominate a suitable alternative when the usual manager is unavailable. Prepare by reviewing the previous actions, recent learning, relevant work examples and any concerns about time or access. The manager should bring specific observations. The apprentice should bring their own account of progress and a question or development need. The coach should explain the learning picture and the next curriculum priorities. A useful review does not begin with everyone trying to remember what was agreed last time.

Discuss knowledge, skills and behaviours separately enough to understand them, then reconnect them through real work. The apprentice may understand a risk method but need more practice leading a review. They may produce accurate analysis but struggle to communicate its limitations. They may collaborate well but avoid challenging weak data. These distinctions help create a targeted plan. Review protected time, learning evidence, assignments, wellbeing and workplace opportunities. Where sensitive information is involved, agree an appropriate private conversation rather than expecting disclosure in a group meeting. Include the employer's observations of impact, while distinguishing an implemented improvement from a proposal or a developing skill. End with a small number of clear actions. Each should state who will act, what will change, when it will happen and how progress will be recognised. Avoid vague actions such as improve portfolio or engage more. A stronger action is to arrange an authorised schedule-assurance exercise, submit the resulting analysis and discuss feedback by the next coaching meeting. Send or confirm the record so all parties can correct misunderstandings promptly.

Give feedback that develops capability

Useful feedback describes the work, its effect and the next improvement. Begin with an observed example. If a forecast note is unclear, identify where the assumptions are missing and explain why that affects the reader's decision. If a presentation was effective, explain which feature helped: a clear recommendation, an appropriate comparison or an honest account of uncertainty. Specific feedback makes good practice repeatable. Ask the apprentice to explain their reasoning before supplying your solution. They may have made a sensible choice based on incomplete information, misunderstood a requirement or used a method without recognising its limitation. Those are different learning needs. A conversation reveals more than a corrected document alone. Separate technical accuracy from presentation and from professional behaviour. A report may be visually clear but analytically weak. A sound analysis may be difficult to follow. A learner may respond defensively because they do not understand the concern. Address each issue with evidence and an achievable next step. Avoid broad labels about intelligence, attitude or personality when the actual issue can be described more precisely.

Feedback should preserve the apprentice's ownership. It is appropriate to point out an unsupported assumption, ask for a check or demonstrate a method in a teaching context. It is not appropriate to rewrite assessed work so that it becomes the manager's answer. Where formal assessment rules apply, follow the permitted-support guidance and ask KBC or the assessment organisation if uncertain. Close the loop by checking what changed. Ask the apprentice to explain the revision and what they will do differently next time. A corrected output is useful, but the deeper benefit is a change in understanding or practice. Record a short observation where it supports progress evidence, and recognise improvement without implying that the learner has mastered every related situation.

Plan support for study, access and professional examinations

Learning support should be practical and proportionate. A learner struggling with a topic may need a different explanation, a worked example or a short tutorial. Someone with inconsistent access may need equipment, permissions or a quieter space. Someone carrying excessive workload may need a manager's decision about priorities. Identifying the actual barrier prevents an unhelpful response that simply adds more tasks. KBC's published support offer includes tutoring, recordings, coaching and one-to-one learning support without an additional tutoring fee. Discuss the appropriate route with the programme team. A recording can help with review or an agreed catch-up arrangement, but passive access to a recording does not itself demonstrate learning. The apprentice should complete the associated activity and explain what they understood.

Professional examinations require their own plan. Confirm whether the examination is included, what eligibility evidence is needed, who books it, which attempts are funded and what happens if the booking is missed or a resit is needed. Do not assume that an apprenticeship timetable automatically reserves an examination place or satisfies a professional body's experience requirements. Plan release time for preparation and examination attendance according to the agreed arrangements. Relevant revision may form part of occupational learning where it meets the requirements; examination time itself is treated separately. Avoid placing several major assessments in the same operational peak without discussion. A realistic sequence reduces unnecessary pressure and gives the apprentice time to consolidate learning. Where adjustments are needed, raise them early with KBC and the relevant assessment body. An employer can help implement workplace arrangements, but should not make promises about examination adjustments that only the awarding or assessment organisation can approve. Confirm what has been agreed, who is responsible and how the apprentice can report if it is not working.



CHAPTER 05

Employer voice and programme quality

Use evidence, feedback and early intervention to protect progress and improve the programme.

Monitor the signals that matter

Monitoring should help someone act. Attendance, learning records and assignment completion are useful signals, but they do not tell the whole story. An apprentice can attend consistently while misunderstanding a topic, or produce strong workplace work while struggling to record it clearly. Combine the available programme information with the manager's observations and the apprentice's account. Look for changes over time. A previously reliable learner who becomes difficult to contact may need a wellbeing conversation. Repeated late assignments may indicate workload, access, understanding or motivation issues. A growing portfolio with little evidence of independent judgement may suggest that tasks are too routine or support is excessive. The response should fit the cause rather than treating every concern as poor effort.

Use the approved systems and reports provided by KBC. Aptem is part of the published learning-record process; any employer dashboard access should be confirmed with the team. Do not assume that every manager can see every learner record or that a displayed percentage is a complete judgement of competence. Ask what a measure represents, how recently it was updated and what action is required. Agree a small review picture: current learning, work submitted, feedback acted upon, protected time, workplace opportunities and readiness risks. Add wellbeing or support arrangements at the appropriate level of privacy. This allows the manager to spot a pattern without creating another burdensome reporting system. Monitoring should remain proportionate and respectful. The aim is to support development and maintain

accountability, not to watch every minute of the apprentice's day. Share information only with people who need it for their responsibilities. Where the data are wrong, correct them; where the picture is incomplete, investigate before drawing a conclusion.

Early intervention: understand, agree, follow through

An effective intervention begins with a conversation about what is happening. Describe the concern using evidence and invite the apprentice's explanation. Avoid assuming the cause. A learner who has not submitted work may be waiting for permission to use evidence, may not understand the brief or may be struggling with a personal issue. Each requires a different form of support. Agree a focused recovery plan with KBC. Identify the immediate barrier, the learning or work affected, the support to be provided and the next review point. A plan containing many overdue tasks with the same deadline can increase pressure without improving progress. Prioritise the activity that unlocks the next stage and make the workload realistic. Employer actions may include restoring protected learning time, arranging a mentor, clarifying duties or securing authorised evidence access. KBC actions may include a tutorial, feedback discussion or revised learning sequence. Apprentice actions may include completing a defined exercise, attending a support session or explaining a workplace example. Each party should understand what they own.

Check whether the intervention worked. Completion of a catch-up task does not necessarily mean the underlying barrier has been resolved. If the learner again loses study time during the next reporting peak, the workplace arrangement needs attention. If they continue to misunderstand the same concept, further teaching may be needed. Record the finding and adjust the plan. Escalate when the situation is urgent, persists despite support or falls outside the normal coaching remit. Safeguarding concerns require the safeguarding route; formal employment matters require the employer's relevant process; programme eligibility or interruptions require KBC's compliance team. Do not use a performance action plan as a substitute for responding to a welfare concern.

Illustrative intervention

A learner has missed two assignment deadlines. The conversation reveals that every planned study block has been used for a major reporting recovery. The manager restores protected time and appoints cover for the next reporting cycle. KBC agrees a staged submission and one tutorial. The follow-up checks both the learning and whether the new work allocation was honoured.

Changes in role, employment and circumstances

An apprenticeship plan depends on the employment and learning conditions around it. Tell KBC promptly when those conditions change. Examples include a new line manager, altered hours, a different work location, a role transfer, extended absence, a change of employer or employment ending. The significance depends on the circumstances; the programme team should assess it rather than the manager making an informal funding assumption. A role change can create new opportunities or remove essential ones. Explain the actual duties, available projects and technical support in the new arrangement. A promotion does not automatically improve apprenticeship fit if it removes the apprentice from the required technical work. Equally, a different team may offer broader development if the learning plan is revised carefully.

Where learning needs to pause, discuss the appropriate process with KBC. A break in learning is a formal arrangement, not simply an instruction to stop submitting work while funding and records continue unchanged. The team will explain the applicable conditions, evidence and return planning. Employers should provide accurate dates and information without asking the apprentice to create retrospective activity. If employment ends, distinguish the factual reason and date. Redundancy, resignation and other changes can have different implications under the applicable rules. Do not assume that a general rule quoted for another learner applies. Provide the relevant employment evidence promptly so KBC can explain options and update records correctly. Plan continuity when a manager leaves. A brief handover should identify the training plan, protected time, current opportunities, review dates, support arrangements and any outstanding permissions. Share sensitive information only as appropriate. The apprentice should not have to rebuild the entire employer commitment with each organisational change.

Give employer feedback that can improve delivery

Employer feedback is most useful when it identifies a concrete experience and its effect. A comment that the programme is good or poor gives limited direction. Explain which teaching, coaching, communication or support feature helped or hindered the apprentice and what change would improve the experience. Include an example where possible. You may be invited to provide feedback through surveys, reviews, employer forums or direct conversations. Respond within the requested timescale and distinguish an individual issue from a wider pattern. If one learner struggled with a particular explanation, say so; do not assume that all learners had the same experience. If several apprentices have the same access problem, describe the pattern and the evidence supporting it. Feedback should include strengths as well as concerns. A practical example that helped the apprentice apply a concept is worth identifying so it can be retained or extended. An effective communication process can provide a model for another part of the programme. Balanced feedback gives the quality team a more accurate basis for improvement.

Ask how the feedback was considered. A useful improvement cycle records the issue, decides an action, assigns responsibility, implements the change and checks whether it helped. Not every suggestion can be adopted, but the reason should be understandable. For example, a request to remove a difficult topic may be declined because it is required by the occupation, while the teaching approach can still be improved. Keep personal and commercially sensitive details out of general survey responses. Use the appropriate private route for a safeguarding concern, employment matter or confidential project issue. Quality feedback should support improvement without creating unnecessary disclosure.

Employer forums, industry engagement and curriculum relevance

Employer engagement helps KBC understand how the occupation is changing and which workplace challenges apprentices face. A forum can bring together employers, programme staff and industry contributors to discuss curriculum relevance, delivery, professional practice and emerging skills. Participation is an opportunity to contribute expertise, not a requirement to present a polished success story. Bring a question that matters in your organisation. It might concern the reliability of project data, the use of AI, the quality of forecast conversations, the interface between project and commercial teams or the development of early-career controls staff. Explain the underlying capability need rather than requesting training in a tool simply because it is fashionable. Curriculum influence has boundaries. Employer examples can improve relevance and help shape assignments, but the complete occupational standard must remain covered. A programme should not become a narrow training service for one employer's current software or process. The most useful contribution connects a specific challenge with a broader professional capability that other learners can also develop.

KBC's published offer includes optional London masterclasses and professional-development opportunities. Confirm invitations, dates, venues, transport and inclusion arrangements with the team before making commitments. After an event or forum, ask the apprentice to identify one idea worth examining at work. Agree a small, authorised trial or discussion and evaluate the result. This creates a connection between enrichment and application without expecting every new idea to become an organisational change. The employer can also share a suitably anonymised lesson with KBC, helping the wider programme learn from experience.

Governance, accountability and evidence of impact

Governance provides oversight of programme quality and organisational performance. Management is responsible for running the provision and carrying out improvement actions. Governance should scrutinise the evidence, test whether actions are effective and provide appropriate challenge. Employers contribute through feedback, consultation and any agreed representation; participation in an employer event does not itself imply board membership. Useful oversight considers learning quality, progress, support, assessment preparation, employer experience and compliance. It should ask whether different learners receive appropriate opportunities and whether recurring concerns are resolved. A favourable headline result is valuable, but it should not prevent examination of the conditions that produced it or the learners who need more support. Employers can support this process with credible examples of development and impact. Describe the starting problem, the apprentice's contribution, what changed and how you know. Include limitations and other contributing factors. A concise, evidenced account is stronger than a dramatic claim that cannot be substantiated.

If an inspection, audit or quality review requests your input, explain your actual experience. You do not need to memorise terminology or present an idealised account. Be ready to discuss how learning time is protected, what the apprentice is developing, how reviews work and what you have done when a problem arose. Accurate records and normal professional practice are the foundation of a credible explanation. Where you raise a formal concern, use the published complaints or escalation route and keep a factual record of the issue and response. A complaint should not affect the apprentice's fair access to learning or support. The partnership is strengthened when legitimate challenge can lead to a clear response and a demonstrable improvement.



CHAPTER 06

Safety, wellbeing and belonging

Create a learning environment in which people can ask for help and perform responsibly.

Safeguarding is part of the partnership

An apprentice should feel safe, respected and able to raise a concern. Safeguarding is relevant throughout the programme, including the workplace, travel, online activity, teaching and professional events. It concerns the protection of people from harm, abuse, exploitation and other risks to their welfare. The appropriate response depends on the individual and circumstances, including whether the apprentice is under eighteen or an adult with care and support needs. The line manager is not expected to investigate safeguarding allegations or act as a clinical professional. Your role is to notice concerns, listen appropriately, follow the relevant reporting route and help maintain a safe environment. KBC's safeguarding team can advise on the programme response and coordinate with the appropriate parties. The employer's own safeguarding and workplace procedures also remain relevant.

Make the reporting route visible at induction. The apprentice should know how to contact KBC's safeguarding team, how to raise a concern within the employer and how to seek help outside the immediate line-management relationship. They should not need to wait for a progress review or complete a questionnaire before being heard. Consider the settings in which the apprentice works. Site visits, remote work, client offices, overnight travel and social events can create different risks. Explain professional boundaries, expected conduct and what the learner should do if they feel unsafe or pressured. For younger apprentices, follow the additional arrangements appropriate to their age and situation. KBC's published safeguarding contact is safeguarding@kentbusinesscollege.com. The college office can also connect you with the safeguarding team on 01622 958955. In immediate danger, call 999 rather than

waiting for an email response. Keep these routes alongside the employer's emergency and reporting information so that the apprentice can find help when needed.

Recognise a concern and respond with care

A change in behaviour is a reason to ask, not a diagnosis. An apprentice may become withdrawn, unusually anxious, difficult to contact or less able to concentrate. Their work may deteriorate or attendance may change. These observations can have many explanations. Approach the conversation with curiosity and care rather than assuming misconduct or a particular health condition. Choose an appropriate setting and describe what you have noticed. Give the person time to speak. Listen without promising that everything will remain secret, because some information may need to be shared to protect them or others. Explain that you will share information only with those who need it for an appropriate response. Do not ask probing questions beyond what is necessary to understand the immediate concern and refer it correctly.

Record factual information through the authorised process. Distinguish what the apprentice said from what you observed or inferred. Avoid circulating the account in general progress notes, shared project folders or group emails. Where the concern is about a colleague or manager, follow the relevant safeguarding or reporting route rather than trying to resolve it informally with the person named. The next step may involve KBC's safeguarding team, the employer's designated contact or emergency services where necessary. A manager should not delay referral while trying to prove that the concern is serious. Equally, a safeguarding label should not be applied to lawful disagreement, cultural difference or a personality that differs from the team's norm. Follow the agreed practical actions. These may concern contact arrangements, a safe workplace, a temporary adjustment or a different support route. Respect the apprentice's dignity and do not require them to repeatedly retell a sensitive experience to different people. The purpose of the response is to protect and support, while the appropriate specialists determine the further process.

Workload, wellbeing and sustainable performance

Controls roles can involve deadlines, uncertainty and challenging conversations. The apprentice may be learning while contributing to a demanding project. A sustainable workload recognises both responsibilities. If every reporting cycle requires late evenings and every study task is deferred to the weekend, the arrangement needs review rather than praise for resilience. Ask about the practical pattern of work. Is protected learning time being used as agreed? Are deadlines clustered? Is travel affecting participation? Does the apprentice have access to a quiet space and a person who can clarify a difficult task? These questions often reveal manageable barriers without requiring disclosure of private medical information.

Support should be agreed with the apprentice and reviewed. A clearer task sequence, fewer simultaneous priorities, a planned tutorial or a temporary change in meeting arrangements may help. Where a health condition or disability is involved, use the

employer's appropriate processes and discuss learning support with KBC. Do not make a diagnosis or assume that one arrangement will suit every person with a similar condition. KBC's published offer includes optional Benenden Health membership under the relevant programme arrangements. It is a healthcare membership service with its own terms, qualifying periods and service criteria, not a guarantee of treatment or a replacement for urgent care. The engagement team can explain the current inclusion and access arrangements. Employers should not rely on an optional benefit as the sole response to a workplace or safeguarding issue. A supportive culture also allows a learner to say that an analytical task is beyond their present competence. Asking for a check before issuing a consequential report is a professional action. The manager should make it possible to seek help early, while continuing to develop the learner's independence through appropriate teaching and practice.

Health, safety and environmental responsibility

The employer is responsible for managing workplace health and safety risks. Apprentices need appropriate induction, training, supervision and information for the tasks and environments they encounter. The level of support should reflect their experience and the risk, rather than assuming that an office-based role never encounters operational hazards. A controls apprentice may visit sites, review delivery sequences or analyse the consequences of an accelerated programme. They should understand the boundaries of their role and consult competent specialists. A schedule should allow for necessary access, permits, inspections, testing and safe working arrangements. A recovery proposal that removes essential controls is not a sound improvement merely because it shortens a date. Use an authorised example to discuss how safety and environmental requirements affect planning and cost. Ask which activities are essential, who defines them and what evidence supports the assumptions. The apprentice can learn to recognise missing allowances or unrealistic sequencing without being expected to approve technical safety arrangements independently.

Environmental considerations can also influence controls decisions. Sequencing, logistics, rework, material use and travel may affect environmental performance. Encourage the apprentice to identify relevant implications within their remit and to use reliable information. Avoid unsupported claims that an option is sustainable simply because it appears efficient in one measure. Record learning and decisions appropriately. If the apprentice identifies a potential safety concern, follow the employer's immediate reporting process and seek competent advice. Do not treat it as an interesting assignment topic to be explored later. The learning opportunity is valuable, but the need to manage the actual risk takes priority.

Equality, inclusion and reasonable adjustments

An inclusive workplace enables people to contribute and develop without unnecessary barriers. The apprentice should have fair access to learning, meaningful work, feedback and progression opportunities. Inclusion concerns everyday decisions: who is invited into a technical discussion, whose questions are taken seriously and whether learning materials or meeting arrangements can be used effectively. Discuss barriers with the individual rather than making assumptions. A learner may benefit from advance materials, clearer written instructions, captions, an accessible format, a quieter setting or a different way to organise a task. These examples are starting points for discussion, not a standard package. The employer and KBC should agree which arrangements each is responsible for and review whether they help. Employers have duties concerning reasonable adjustments for disabled workers. Acas and government guidance explain those responsibilities. A person does not need to wait for a formal diagnosis before discussing a learning or workplace barrier. Where a formal adjustment or assessment arrangement is needed, involve the appropriate employer team, KBC and the assessment organisation as relevant.

Fairness does not require identical support for every learner. It requires a considered response that allows each person to demonstrate the required capability. At the same time, an adjustment should not be described as removing an essential occupational requirement or guaranteeing an assessment outcome. The relevant body decides formal assessment arrangements. Examine feedback for bias. A quiet apprentice should not be judged less capable merely because another person speaks more readily. An accent, cultural difference or non-traditional career background should not be confused with a lack of professionalism. Use observed work and behaviour, explain expectations clearly and give the apprentice a fair opportunity to respond and improve.

Digital safety, confidentiality and professional boundaries

The apprentice may handle sensitive project, commercial, personnel or client information. Agree what can be used for learning and how it can be shared before evidence is collected. Permission to access a document at work does not automatically mean permission to upload it to a learning platform, personal cloud account or AI tool. Use the minimum information needed. A redacted extract, an anonymised example or a controlled review may demonstrate learning without disclosing the full document. Redaction must be effective; covering text visually is not enough if the underlying information remains recoverable. Ask the employer's information owner or security team for the approved method and storage route. Keep learning examples and formal evidence clearly labelled. Synthetic data can be useful for teaching and practice, but it must not be presented as authentic workplace evidence. Where real information is anonymised, retain an appropriate route for authentication under the agreed arrangements. Do not remove so much context that the evidence becomes impossible to understand.

Professional boundaries apply online as well as in person. Use authorised communication channels, respect working arrangements and avoid sharing learner information in informal groups. The apprentice should know how to report inappropriate messages, pressure to disclose information or a suspected security incident. A mistake should be reported promptly so the organisation can respond. AI use adds another reason for care. An assistant can produce convincing but inaccurate content and may process data under terms the employer has not approved. The apprentice must verify outputs, acknowledge assistance where required and follow assessment rules. The person submitting a report remains accountable for its content and must be able to explain it.

Enrichment, professional networks and life after the programme

Enrichment broadens the apprentice's professional perspective. A masterclass, industry discussion, professional club or networking event can expose them to different practices and help them see how their organisation's approach compares with others. Its value is greatest when the learner arrives with a question and leaves with an idea to examine thoughtfully. KBC's published PCP offer includes optional London masterclasses, professional-development activities and a funded graduation arrangement within the relevant package. Confirm current dates, venues, attendance, transport and benefit terms with the engagement team. Do not make bookings on the assumption that an old event description remains current or that every associated cost is included. Help the apprentice participate appropriately. Agree release time, accessibility needs, travel arrangements and any relevant employer policies. A learner should understand what information they may share about their organisation and how to discuss experience without exposing confidential detail. Networking is an opportunity for professional exchange, not a requirement to disclose internal problems or present unverified achievements.

Afterwards, ask for a short account of the learning and a possible application. The apprentice might compare a reporting approach, test a new analytical technique using safe data or arrange a discussion with a technical colleague. Not every event creates a major business change, but it can still develop judgement, confidence and awareness of the profession. As completion approaches, agree a continuing-development plan. Identify which capability should deepen, which responsibilities may expand and which professional route is realistic. Recognise the achievement while keeping the next stage evidence-based. The strongest long-term outcome is a professional who continues to learn, accepts feedback and contributes responsibly to the organisation and wider profession.



CHAPTER 07

Questions and worked situations

Apply the charter to the decisions employers most often need to make.

Can an experienced employee take this apprenticeship?

An experienced employee can be considered where the role is suitable and the programme provides substantial new occupational learning. The important question is what the person already knows and can do, and what they still need to develop. Length of service, a senior title or an existing qualification does not answer that question on its own. Illustrative situation: an experienced planner has worked on complex schedules for several years but has little involvement in cost engineering, commercial records or quantitative risk. The employer wants them to develop a broader controls role. Initial assessment should examine their actual competence in planning and the genuine gaps elsewhere. The resulting programme may recognise existing learning and focus development appropriately, subject to the applicable rules. The employer should provide examples of the current role and the intended development. Ask whether the employee has authority and opportunities to practise the new areas. If their duties will remain limited to the same planning tasks, the broader apprenticeship may not be supported in practice. A stated future promotion is not enough unless the learning opportunities are realistically arranged.

If initial assessment shows that the person already demonstrates most or all of the occupation, discuss another route. A targeted professional course, an advanced specialist qualification or a professional-recognition application may better match the need. The objective is appropriate development, not enrolment at any cost. The manager's decision record should state the new capability sought, the evidence of the starting point, the opportunities to develop and the agreed plan. This makes the rationale understandable and helps later reviews distinguish progress from competence the learner already possessed.

What if the apprentice works part-time or on variable assignments?

Working arrangements need to support a realistic training plan and the applicable eligibility rules. Part-time hours or variable assignments do not justify assuming that a standard full-time timetable will work unchanged. KBC must consider the actual paid hours, learning opportunities and time available for the programme and assessment. Illustrative situation: a learner works three days a week and spends one day regularly on a client site with limited access to teaching. The employer and KBC should map the available learning time, account for site demands and agree a credible sequence. Simply allocating the same weekly expectation used for a full-time employee may create an unsustainable proportion of the working week. The required occupational learning still needs to be delivered. The current funding approach uses the standard's minimum volume, with appropriate treatment of evidenced prior learning. A part-time arrangement does not automatically remove topics or reduce competence requirements. The plan may need a different duration or distribution of activity, depending on the person and the agreed delivery model.

Variable project assignments also affect evidence. If the learner moves between clients, agree permissions and technical support for each relevant assignment. Identify who remains responsible for release time and reviews. A client's operational preference should not quietly override the employer's agreed training commitment. Ask KBC for the individual answer before signing or changing hours. The useful question is not whether a generic part-time apprentice is allowed, but whether this person, in this employment arrangement, can receive and evidence the required training and demonstrate the occupation. Accurate planning is more helpful than a blanket yes or no.

Worked case: a performance indicator that needs context

Illustrative situation: a work package has a total budget of £1.2 million. At the reporting date, the planned value is £800,000, the earned value is £720,000 and the actual cost is £900,000. The apprentice calculates a cost performance index of 0.80 and a schedule performance index of 0.90. These figures suggest unfavourable performance against the selected measures, but they do not explain the cause or determine the response. The manager asks the apprentice to investigate before presenting a recovery recommendation. Are the progress rules based on accepted physical work? Does actual cost include accruals consistently? Has approved scope change been reflected in the baseline? Are there timing effects or coding errors? The first learning task is to establish whether the comparison is meaningful.

If the present cost efficiency continued across the whole budget, a simple illustrative forecast would be £1.5 million, calculated as £1.2 million divided by 0.80. That is a scenario, not a guaranteed out-turn or the only forecasting method. The apprentice should compare it with a reasoned estimate of remaining work, explain assumptions

and identify conditions that could change the result. The employer's support is to provide access to the planner and cost engineer, allow time for validation and ask for a concise recommendation. The apprentice might discover that some cost relates to materials purchased ahead of installation, or that a rework issue is likely to continue. Those findings lead to different interpretations and actions. A useful output contains the checked measures, the explanation of their limitations, a comparison of plausible forecasts and the decision required. The lesson is professional judgement: calculations are a starting point for inquiry. A colourful dashboard without that inquiry would provide a weaker basis for action.

Measure in the illustrative case	Calculation	Interpretation to investigate
Cost performance index	$\text{£}720,000 / \text{£}900,000 = 0.80$	Earned value is lower than recorded actual cost
Schedule performance index	$\text{£}720,000 / \text{£}800,000 = 0.90$	Earned value is below planned value at this point
Simple continuation scenario	$\text{£}1,200,000 / 0.80 = \text{£}1,500,000$	Only valid as a stated scenario; compare with remaining-work evidence

Worked case: the missing interface in a recovery plan

Illustrative situation: a supplier's delivery is forecast four weeks late. A project team proposes recovering the delay by overlapping installation and testing. The apprentice is asked to review the proposal. The apparent advantage is clear, but the learning task is to examine whether the new sequence is technically and operationally credible. The apprentice traces the affected activities and discovers that a specialist inspection must occur before a particular area is closed. The proposed overlap would make access difficult and could create rework. They also identify a shared resource needed by another work package. The schedule initially showed the activities as separate, so the interface was not obvious in the summary report. The manager arranges discussion with the planner, site representative and relevant technical specialist. The apprentice prepares two options: a revised sequence preserving access and a resource-supported alternative with a different cost implication. They state assumptions, identify approvals needed and explain which dates remain uncertain. Safety and quality requirements are treated as constraints to understand, not activities to remove.

The employer should assess the quality of the reasoning. Did the apprentice consult the right people? Did they distinguish a feasible overlap from an unsafe shortcut? Were the cost and resource effects visible? Was the recommendation clear about the decision and the evidence still needed? The evidence might include an authorised schedule extract, an interface note, meeting outcomes and the apprentice's recommendation. It should show their contribution without claiming ownership of the whole recovery

decision. Even if management selects another option, the apprentice can demonstrate valuable development through a well-founded analysis and a professional response to challenge.

Worked case: confidential information blocks a portfolio item

Illustrative situation: the apprentice has produced a strong forecast review, but the client prohibits uploading the report outside its environment. The learner is worried that the work cannot be used and considers copying a version to a personal account. That would create an information-handling risk and should not happen. The employer, apprentice and coach first identify what the evidence needs to demonstrate. It may be the learner's method, validation, recommendation or stakeholder communication rather than every commercial figure in the report. They then consult the authorised information owner about permitted options, such as a redacted extract, anonymised data, a controlled review or direct-observation testimony. The assessment organisation should be consulted where the evidence is intended for EPA. It determines the requirements and acceptable arrangements for the assessment. Do not assume that an employer statement alone will always replace the underlying evidence, or that a simulated document can be presented as the original workplace output.

The apprentice should retain clear attribution and context. A redacted item needs enough explanation to show what they did, when they did it and how their contribution was verified. Synthetic examples can be useful for teaching, but must be labelled as such and kept distinct from authentic workplace evidence. The manager's lesson is to plan permissions early. At the start of each substantial assignment, identify the information owner and likely evidence route. This avoids a late conflict between confidentiality and assessment preparation. A strong programme should develop professional information-handling practice while enabling the learner to demonstrate competence through an authorised route.

Worked case: a risk register produces no action

Illustrative situation: a project risk register lists thirty risks, but review meetings repeatedly confirm that they remain open. The apprentice notices that several descriptions are vague, response actions have no dates and ownership is unclear. The manager asks them to investigate a small sample rather than redesigning the whole process immediately. The apprentice selects three material risks with the risk lead's agreement. They speak with the relevant owners, clarify the cause, event and consequence, and identify what decision or action is needed. One item is an issue that has already occurred; another duplicates an allowance already included elsewhere; a third has a useful response that has never been assigned resources. The learner prepares a comparison of the original and clarified records, explains the effect on understanding and proposes a short review agenda focused on actions and assumptions. They identify which changes require approval and which specialist inputs remain necessary. The proposal is tested in one meeting, with feedback from participants.

The employer should look for evidence of careful questioning, appropriate consultation and proportionate improvement. The aim is not to reduce the number of risks for appearance's sake or claim that a revised register has eliminated uncertainty. A successful outcome may be clearer ownership, a funded response or earlier escalation of a genuine exposure. The learning can support risk, communication, data assurance and professional behaviour. The apprentice should be able to explain why the original wording was weak, how they validated the revision and what changed afterwards. A useful case study distinguishes the learner's contribution from the collective decision and records any limitations or further work.

How should we understand funding and additional benefits?

The published maximum funding band for PCP is £27,000. The agreed price and funding position depend on the individual arrangements, eligibility, prior learning and applicable rules. A funding-band maximum is not a cash payment to the apprentice or a guarantee that every employer has the same contribution. Ask KBC's compliance team to explain the written price and funding position before committing. KBC's published offer also describes a separate £7,000 IPC professional-development package. Its named examinations, memberships, events and benefits depend on the selected pathway and written offer. This is additional support, not an automatic cancellation of any required employer contribution and not an unrestricted learner cash award. The employer should distinguish government-funded apprenticeship training and assessment from additional professional study, optional services and independently requested extras. A Level 7 course, PMO qualification or PMP preparation may appear in a wider development offer, but it does not become a separate funded apprenticeship merely because it is professionally relevant. Confirm which activity is part of the PCP learning plan and which is additional.

Eligible apprenticeship training and assessment costs must not be passed to the apprentice, including through an agreement to repay them if they leave early. If the employer or learner requests a genuinely separate commercial service, the terms need clear explanation and confirmation. Do not infer a liability from a general marketing statement or an informal conversation. Funding rules can change and start-date rules matter. This guide therefore focuses on the employer's decision process rather than reproducing a contribution table that may be misapplied. Obtain the applicable position in writing, retain the agreed offer and tell KBC promptly about relevant changes. The purpose is a clear, sustainable commitment with no surprise expectations.

What happens if assessment readiness or the result is disappointing?

If the apprentice is not ready at the planned gateway point, identify the reason. A learning gap, missing evidence, insufficient workplace opportunity and an unresolved administrative requirement are different problems. The response should be specific. Simply asking the learner to work harder or submit more documents may not address the issue. Agree a development and completion plan with KBC. State what remains, how it will be addressed, the support required and the next readiness review. Confirm any effect on employment, access, learning arrangements or assessment scheduling. The plan should be realistic and communicated to the apprentice, rather than allowing the programme to drift without clear ownership.

If an assessment is unsuccessful, obtain the formal feedback and the assessment organisation's resit or retake requirements. Do not assume that the apprentice must repeat every element or that the same conditions apply to every assessment. KBC can help interpret the learning implications and coordinate preparation, while the assessment organisation controls its decisions and formal process. Support the learner's confidence without minimising the feedback. Ask which requirement was not demonstrated and what evidence or capability needs to improve. A targeted tutorial, practice discussion or additional workplace opportunity may help. Avoid coaching a memorised response designed only to fit a predicted question. Where there is a concern about the assessment process or decision, follow the published appeal route and deadlines. An appeal and a development plan serve different purposes and may need to proceed separately. The employer's role is to provide accurate information, practical support and a fair environment in which the apprentice can continue developing.



CHAPTER 08

The employer's practical companion

Keep the right questions, records and support routes close throughout the programme.

The first ninety days: establish the working arrangement

The opening period should establish a routine that can be sustained. Use the following sequence as an employer planning aid and adapt it to the actual start and training plan. It is not a substitute for KBC's enrolment process or a claim that every learner follows an identical timetable. Before substantive learning begins, confirm the role, pathway, prior-learning outcome, paid time, access and key contacts. Identify a first workplace opportunity that is useful and achievable. The apprentice should know who can help with a technical question, who authorises evidence and how to report a concern. Make sure the line manager and any mentor understand the programme's purpose.

During the first month, test the practical arrangements. Can the learner access the platforms and materials? Are colleagues respecting protected time? Does the first assignment make sense in the workplace? A small problem resolved now may prevent a larger pattern later. Ask the apprentice to explain what they have learned and what remains unclear. Over the next two months, develop the first evidence of application. Agree a bounded analytical task, arrange feedback and review the learner's account of their contribution. The task should contain genuine learning and a realistic level of responsibility. Avoid selecting a major business-critical deliverable merely to make the programme appear ambitious. At the first substantive tripartite review, compare the actual experience with the original plan. Confirm what is working, identify any missed opportunity and agree the next stage. If the role or schedule is unsuitable, address it now. The first ninety days should produce a functioning partnership, a credible learning routine and a clearer understanding of the apprentice's development needs.

Point in the journey	Employer check	Useful evidence
Before learning	Role, paid time, pathway and permissions are agreed	Signed plan, calendar and named support contacts
First month	Access works and protected time is used	Learner feedback and first completed activity
Months two and three	Learning is applied in a bounded workplace task	Work example, feedback and next action
First review	The plan reflects actual experience	Tripartite record with owners and dates

A workplace opportunity record that earns its place

A simple opportunity record can prevent gaps in the apprentice's experience. Keep it short enough to update during a review. For each occupational area, identify a real task, the person who can support it, the expected learning and the likely evidence. Record whether permission is already available or still needs to be obtained. A useful entry is specific: review the logic and progress rules for package A with the planning lead, identify one assurance issue and explain the recommendation. A weak entry says attend planning meetings. Attendance may provide context, but the record should explain what the apprentice will learn or contribute. The same principle applies to cost, risk, commercial and stakeholder opportunities.

Do not confuse access with achievement. Being invited to a review does not establish competence. After the activity, record what the apprentice did, the support provided and the feedback. A further opportunity may be needed before they can work independently. This gives the coach a more accurate picture than a simple completed tick. Use the record to anticipate change. If a project is closing, identify which learning can still occur and which needs another setting. If a mentor is leaving, arrange a handover. If confidentiality restricts evidence, agree the authorised route before the task begins. The record is most valuable when it supports a decision, not when it becomes another administrative file. Review breadth periodically. A learner may accumulate many strong schedule examples while having little evidence of commercial or leadership development. The opportunity record makes that imbalance visible and gives the employer a practical way to respond.

Field	What to record
Occupational focus	The capability to develop, not only a course title
Workplace opportunity	A defined task, review or supervised assignment
Support and authority	Named mentor, information owner and approval boundary
Evidence route	Permitted output and how the learner's contribution will be verified
Timing and follow-up	Planned date, feedback and next development step

A practical KSB and evidence map

KSB means knowledge, skills and behaviours. The codes below are a navigation aid to the knowledge, skills and behaviours in ST0845 version 1.1. They identify relevant areas for employer discussion; they are not the complete standard or the formal EPA mapping. KBC and the assessment organisation confirm the detailed mapping and which evidence belongs to each assessment method. Use the map to ask better questions. A schedule extract may show an output, but the discussion should reveal the learner's method, assumptions, checks and recommendation. A manager's observation should describe what was seen and the degree of support provided. One well-chosen item can illuminate several areas, while many similar files may add little.

The apprentice's final assessment mapping must follow the applicable assessment plan and the assessment organisation's instructions. Use the current standard when discussing a code, and ask the coach to explain any uncertainty before relying on it in an evidence submission. Behaviour evidence should be grounded in action. Ask how the apprentice handled challenge, corrected an error, collaborated across disciplines, took responsibility or adapted to a change. Avoid treating attendance, confidence or a manager's general praise as sufficient proof of every behaviour.

Workplace focus	Relevant standard codes	Illustrative evidence to discuss
Strategy and controls governance	K1-K3, K7; S1, S6	Controls plan, purpose, decision rights and rationale
Systems and data integrity	K4, K12-K13; S2-S3, S12, S15	Validation trail, system choice and analytical checks
Technical scope and coding	K5-K6; S4-S5	Interpreted scope and a tested coding relationship
Baseline and change	K8, K17; S7-S8	Baseline strategy and an authorised change analysis

Workplace focus	Relevant standard codes	Illustrative evidence to discuss
Safety, environment and ethics	K9–K11; S9–S11	A responsible decision with relevant specialist input
Stakeholders and recommendations	K14; S13, S27	Audience-focused recommendation and response to questions
Risk and integrated analysis	K15–K16; S14, S22	Risk review, scenarios and response comparison
Commercial and estimating	K18–K21; S16–S19	Tender input, basis of estimate and assurance
Planning and scheduling	K22; S20–S21	Schedule logic, assumptions and assurance
Optimisation and cost	K23–K25; S22–S23	Options appraisal, cost basis and financial reconciliation
Performance and forecasting	K26–K29; S24–S27	Checked measures, variance explanation and forecast
Leadership and improvement	K30–K31; S28–S29	Mentoring, lessons and an evaluated process improvement

Behaviour	An employer observation worth discussing
B1 Safety	Recognises a safety implication and follows the appropriate route before recommending acceleration.
B2 Leadership	Models responsible conduct and considers the wider consequences of a controls decision.
B3 Commercial awareness	Recognises the commercial significance of an assumption, commitment or contractual record.
B4 Anticipation	Identifies a developing issue early and explains what action or information is needed.
B5 Integrity	Challenges an unsupported figure or misleading account with clear evidence.
B6 Impartiality	Responds to a difficult question objectively and revises a view when evidence warrants it.
B7 Accountability	Takes responsibility for checking and correcting their own report or recommendation.
B8 Collaboration	Works constructively with another discipline and recognises its contribution.
B9 Innovation	Examines a new approach and tests whether it improves the process.
B10 Professional development	Seeks feedback, acts on it and identifies the next learning need.
B11 Adaptability	Adjusts the approach when circumstances change while preserving necessary controls.

A review agenda that connects evidence with action

Use this agenda to prepare for a tripartite review. It is deliberately focused on decisions and examples rather than a long list of administrative checks. The coach may use KBC's own record format; the purpose here is to help the employer contribute thoughtfully. First, review the previous actions. Which were completed, which remain open and what effect did they have? If an action was not completed, establish why before carrying it forward. Next, ask the apprentice to explain one significant piece of learning and one workplace application. Follow the explanation with questions about evidence, reasoning and the support provided.

Then discuss the next learning priorities and the workplace opportunities needed. A curriculum topic becomes more useful when the employer can identify where it will be applied. Confirm protected time, access and any technical mentor. Ask whether the workload and support arrangements remain realistic, and provide a private route for

sensitive matters. Review progress towards the wider occupation and assessment without turning every meeting into a gateway rehearsal. Identify gaps early and distinguish development from missing documentation. A learner may need more practice rather than another upload, or may already have a suitable example that needs an authorised evidence route. Finish by agreeing a small action set. Read it back in ordinary language so that the apprentice, employer and coach share the same understanding. The record should make it possible to see at the next review whether something changed.

- What can the apprentice now explain or do that they could not do at the previous review?
- Which workplace example demonstrates that development, and what help was provided?
- Which assumption, judgement or technique still needs attention?
- What opportunity will the employer provide next, and who will support it?
- Is the agreed paid learning time available in practice?
- Are any evidence, access, wellbeing or employment changes affecting the plan?
- What will each party do before the next checkpoint, and how will progress be recognised?

Contacts and support routes

Use the assigned tutor or coach for routine learning questions, assignment feedback and preparation for reviews. Contact the appropriate specialist team when the issue concerns funding, employment changes, safeguarding, technology or a formal complaint. A clear route helps the concern reach someone who can act and avoids sharing sensitive information more widely than necessary. The contacts below reflect KBC's published learner-support information at the time this edition was prepared. Staff responsibilities can change, so the college office and current published policies remain the route for confirming ownership. If a named person is unavailable, ask the office to direct the matter rather than delaying an urgent concern.

For a routine query, explain the programme, the issue, its effect and the response needed. Include the relevant dates or a non-sensitive reference where useful. Do not place confidential project documents or detailed health information into an initial general email. Ask for a secure or appropriate route when the material is sensitive. Formal complaints, assessment appeals and employer HR matters have different processes. The published KBC complaints policy explains its stages and timescales; assessment organisations and professional bodies provide their own appeal routes. The programme team can help identify the correct process. A safeguarding concern should go directly to the safeguarding route rather than being delayed within a general complaint. Keep this information accessible to the apprentice and their deputy manager. The most carefully written support arrangement is of little use if the learner cannot find a contact when a problem occurs.

Need	Published route
General programme or quality enquiry	office@kentbusinesscollege.org 01622 958955
Employer support and workplace alignment	Tina.Wright@kentbusinesscollege.com
Funding, contracts and employment changes	Nada.Ibrahim@kentbusinesscollege.com
Learning and delivery escalation	Yousef.Sultan@kentbusinesscollege.com
Learning-platform access	Mohamed.Elmasry@kentbusinesscollege.com
Events, transport and programme benefits	Yourn@kentbusinesscollege.com
Safeguarding or wellbeing concern	safeguarding@kentbusinesscollege.com ask the office for the safeguarding team
Immediate danger	Call 999; do not wait for an email response

The employer commitment: turn intention into a working promise

The following commitments summarise the employer's role. Use them as a discussion aid alongside the formal agreements. They are intended to make the partnership practical and understandable, not to create an additional contract or replace individual terms. Where a commitment cannot yet be met, identify the action needed before relying on it. At each major review, ask whether these commitments remain visible in practice. The answer should be found in the diary, the work allocated, the feedback given and the way concerns are handled. That is how an employer charter becomes a reliable experience for the apprentice and a worthwhile investment for the organisation.

- We understand the purpose of the Project Controls Professional Level 6 apprenticeship and the substantial new learning identified for our employee. We will provide appropriate duties and opportunities to develop the complete occupation, with supervision and approval controls proportionate to the work. We will review the role if circumstances change.
- We will protect the paid learning arrangements in the agreed plan, provide appropriate access and resources, and help resolve barriers promptly. We will support accurate learning records and authentic evidence without asking the apprentice to invent activity, understate prior competence or misrepresent their contribution. We will follow authorised information-handling arrangements.
- We will participate in reviews, provide specific feedback and complete the actions we agree. We will encourage professional judgement, respectful challenge and honest reporting. We will maintain a safe and inclusive workplace, respond appropriately to concerns and work with KBC on support arrangements. We will tell KBC promptly about relevant changes to employment, role, hours, location or learning.
- We will support a considered gateway decision and the apprentice's independent assessment, including appropriate time, access and authentication. We will understand the distinction between apprenticeship achievement, pathway learning and professional-body recognition. We will use feedback and evidence of impact to improve the programme and plan the apprentice's next stage of development.

Sources & edition notes

Programme and technical information should be read with the version and start-date conditions explained in this guide. The links below provide the primary reference points.

01. Skills England: Project Controls Professional, ST0845 version 1.1

<https://skillsengland.education.gov.uk/apprenticeships/st0845-v1-1>

02. Skills England: Project Controls Professional assessment plan, version 1.1

<https://skillsengland.education.gov.uk/media/rkfnayk3/st0845-project-controls-professional-level-6-ap-f-or-publication-19112025.pdf>

03. Government apprenticeship funding rules, 2026 to 2027, version 3

<https://www.gov.uk/government/publications/apprenticeship-funding-rules-and-assessment-plan-guidance-2026-to-2027>

04. KBC: Project Controls Professional Level 6 programme

<https://kentbusinesscollege.com/apprenticeships/project-controls-professional-level-6/>

05. KBC: apprentice charter and programme support

<https://kentbusinesscollege.com/learners/apprentice-charter/?programme=project-controls-professional-level-6>

06. KBC: safeguarding policy and reporting route

<https://kentbusinesscollege.com/policies/safeguarding/>

07. KBC: inclusion and learning support

<https://kentbusinesscollege.com/policies/inclusion/>

08. KBC: complaints policy

<https://kentbusinesscollege.com/policies/complaints/>

09. Acas: reasonable adjustments at work

<https://www.acas.org.uk/reasonable-adjustments>

10. Acas: adjustments for neurodiversity

<https://www.acas.org.uk/reasonable-adjustments/adjustments-for-neurodiversity>

11. Health and Safety Executive: apprentices

<https://www.hse.gov.uk/young-workers/employer/apprentices.htm>

12. Government: reasonable adjustments for disabled workers

<https://www.gov.uk/reasonable-adjustments-for-disabled-workers>

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