KENT BUSINESS COLLEGE

COLLEGE OF PROJECT MANAGEMENT

Project Controls Professional

LEVEL 6 APPRENTICESHIP

APM chartership development
Operational · Chartered · Strategic

Turn complex project information into credible decisions. An applied apprenticeship with Operational, Strategic and Chartered pathways, combining technical discipline, professional judgement and responsible innovation.

PROGRAMME BOOK / 2026

A GUIDE TO YOUR CATALOGUE

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LIFE AT KENT BUSINESS COLLEGE

A better question can change the discussion

College community in London · June 2026

A useful learning conversation begins with something real: a decision you are weighing, an assumption you want to test, or a task that did not go as expected. Bring that experience into your study. It gives the ideas a context and makes the discussion worth having.

You will arrive with strengths as well as questions. Other people will notice things you have missed, and you will do the same for them. Listening carefully, explaining your thinking and being willing to revise it are part of becoming more confident in your work.

PROFESSIONAL DEVELOPMENT

Professional learning and recognition

Kent Business College's project management offer draws on professional training relationships with PMI, APMG International and APM. The named qualifications in your pathway have their own training, examination and recognition requirements.

PMP preparation supports a separate PMI certification journey. Eligibility, application and examination remain PMI decisions. Confirm the precise qualifications, examinations, membership and support included in your offer.

APM recognises KBC's Certified PMO Professional Level 6 for ChPP Pathway 2 technical knowledge. Learners must separately meet the professional practice, experience, ethics and application requirements for chartership.

PAUSE AND REFLECT

Which professional achievement would make the most useful difference to your work, and what would you need to demonstrate to earn it?

CHAPTER 01

The confidence to look closer

Behind every forecast is a person trying to make a sound decision. You may be the colleague others turn to when the figures do not quite agree or the plan begins to shift. This chapter starts with that experience, and with the support that makes further learning possible. There is room here for ambition and uncertainty alike. Bring the questions you have hesitated to ask, the judgement you have begun to develop, and a willingness to see familiar work afresh.

PAUSE AND REFLECT

When have you helped someone see a project more clearly?

KENT BUSINESS COLLEGE

The college and its purpose

Professional education should change what you can do at work. Kent Business College brings academic ideas into the decisions, projects and conversations that shape organisations. Our programmes connect specialist teaching with practice, mentoring and employer partnership, so that knowledge becomes a capability you can explain, demonstrate and continue to develop.

Our vision. We aim to earn international recognition for education and consultancy that turns research into useful action, strengthens professional practice and supports sustainable growth. The ambition is a continuing learning community in which individuals and organisations develop together. [C3]

Our mission. We connect rigorous thinking with real organisational challenges. Through apprenticeships, vocational learning and professional development, we work with employers to build relevant skills and prepare people for greater responsibility. Research matters here because it helps learners question assumptions, assess evidence and choose proportionate action. [C3]

Our values in practice. Empowering Futures means helping people recognise their potential and develop the means to act on it. Reducing Footprint means considering environmental consequences in how we learn and work. Strengthen Partnerships means involving employers and communities in meaningful development. Safeguarding and inclusiveness support all three: learners should be able to participate safely, respectfully and with appropriate support. [C1-C3]

The horse and the ibis. The horse connects the college with Kent and represents confidence, strength and forward movement. The ibis expresses the value of knowledge, careful thought and learning. Together they reflect the balance these programmes seek: the judgement to choose well and the capability to act. These symbols express a shared commitment to thoughtful progress: learning that gives people both the confidence to move forward and the judgement to choose their direction.

THE PROGRAMME PROPOSITION

Confidence in the decisions that matter

A project can appear healthy in a dashboard while its foundations are weakening. Scope may be incomplete, a schedule may depend on unavailable resources, and a cost forecast may conceal assumptions that nobody has challenged. The Project Controls Professional programme develops the confidence to investigate these situations, connect their consequences and advise decision-makers with evidence. Your contribution becomes the quality of the recommendation, the reasoning behind it and the action it makes possible.

Kent Business College brings together an apprenticeship in occupational competence and a six-credit professional development pathway. You can strengthen operational control, move towards strategic governance, or undertake the recognised technical-knowledge assessment within our Chartered pathway. Each route remains anchored in the same need: to demonstrate the full Project Controls Professional occupational standard through appropriate work. A choice of

professional courses does not remove an apprenticeship requirement.

The standard is Level 6 and non-degree. Its code is ST0845, version 1.1. It covers complex project environments, where the reliability of controls advice has important consequences. Learning connects the occupational standard with KBC's professional pathways and the decisions you make in practice. [P1][P3]

Your programme	KBC planning basis
Professional pathway	Six KBC pathway credits
Training plan	Indicatively 26 months of learning, plus soft start and separate EPA
Independent assessment	Additional EPA period; typically six months
Weekly commitment	Plan approximately eight hours of learning
Study experience	Live teaching, guided resources, applied work and coaching

ENTRY AND SUITABILITY

Is this the right level for your role?

The strongest applicant is not necessarily the person with the most certificates. It is someone whose responsibilities provide scope to investigate a problem, exercise judgement and influence project decisions. A planner may need to interrogate resource assumptions across packages. A cost professional may need to challenge a forecast and explain its consequences to a programme board. A PMO practitioner may need to

improve assurance across a technically complex portfolio. These are useful starting points for a discussion about Level 6 study.

Before an offer, KBC reviews your current duties, previous learning and the new capability you need. Your employer helps identify projects, data and stakeholders that will enable authentic evidence. A job title alone is insufficient: a broadly administrative role may need an agreed development plan, rotations or access to additional responsibilities. Sector tailoring should retain the technical and engineering substance of this standard, rather than treating it as a general management course.

You do not need to arrive with every capability already established. You do need a realistic opportunity to develop it. Discuss confidentiality restrictions early; evidence may be redacted and access controlled, but another person's work cannot become your evidence. English, mathematics, employment and funding eligibility are reviewed under the rules applying to your start and circumstances.

- Bring a current role description and examples of the decisions you support.
- Identify a line manager or workplace sponsor who can provide feedback and evidence opportunities.
- Share relevant qualifications and prior learning so the plan avoids unnecessary repetition.
- Discuss accessibility, working patterns and protected learning time before agreeing the timetable.

PAUSE AND REFLECT

Think of a recent controls decision that felt difficult. What did you know, what remained uncertain, and whose perspective would have helped you?

THE KBC EXPERIENCE

People and support around your learning

A demanding programme is easier to sustain when you know who to approach. Tutors explain the subject and give feedback on learning. Coaches help apprentices connect study to their role, review evidence and agree achievable next steps. Your line manager creates opportunities to practise. The college office can direct questions about enrolment, funding, learning access and support to the appropriate team. [C1-C2]

Discuss barriers early. You do not need a diagnosis to ask for help with reading, concentration, technology, language, participation, physical access or assessment preparation. Explain what is difficult in the learning task and what has helped before. KBC can discuss accessible formats, tutoring, one-to-one support and appropriate adjustments, then review whether they are helping. External assessment bodies make their own adjustment decisions under their published arrangements. [C1]

English and maths. Learners aged 16–18 at the start must meet the applicable English and maths achievement requirements unless they hold accepted equivalents. For those aged 19 or over at the start, funded study can be agreed with the employer where needed. Initial assessment confirms the evidence and any separate mandatory qualification requirements. [C8]

Keep learning sustainable. Agree realistic time with your manager, protect recovery time and raise competing demands before they become missed submissions. The public charter describes optional Benenden Health support under its membership terms, professional communities, workshops and graduation arrangements. The written offer confirms the particular benefits, availability and conditions for your intake; the catalogue does not add a separate cash entitlement. [C1]

A safe professional community. Respectful discussion, inclusion and responsible online behaviour are part of learning. Raise concerns about bullying, harassment, discrimination, exploitation or unsafe behaviour with your coach or the safeguarding team. Contact safeguarding@kentbusinesscollege.com or call 01622 958955 and ask for safeguarding. In immediate danger, call 999. Only share personal information where it is needed to obtain support or protect someone. [C1]

Your voice matters. Use teaching sessions, coaching and learner feedback to explain what is working and what needs attention. If a concern remains unresolved, use the published complaints process. A complaint about delivery, an appeal against an assessment decision and an employment issue may follow different routes; the college can help you find the correct one.

CHAPTER 02

Make room for your development

Professional learning has to find a place within a real life. Meetings continue, deadlines move, and responsibilities at home deserve attention too. A learning plan recognises those realities while making space for growth. The next pages connect your pathway choice with the people, time and opportunities that will support it. Think of the plan as a conversation you return to, rather than a promise to manage everything alone. Progress becomes more sustainable when expectations are clear and support is shared.

PAUSE AND REFLECT

What would make protected learning time feel possible in your working week?

DURATION AND DELIVERY

A structured journey around working life

KBC's planning model is approximately 26 months of learning, preceded by soft-start preparation and followed by independent end-point assessment. Six pathway credits normally represent 24 months of professional course blocks, with months 25–26 for closing workshops, evidence consolidation and gateway preparation. This follows the current employer guide and is KBC's personalised delivery model; it differs from the national standard's published typical duration. Skills England currently records 48 months and a minimum training-hours figure of 835. Your agreed plan must be achievable and supported by an initial assessment. [P1][C2]

Plan approximately eight hours of learning each week across the individual programme. The charter's regular rhythm is a two-hour teaching session, two to three hours of guided weekly study, around seven hours for the monthly assignment and a one-hour monthly coaching conversation. Additional planned occupational practice and workshops complete the learning requirement. These are overlapping parts of one plan, not hours to count twice. Reviews with your line manager and coach occur every ten weeks. [C1–C2]

Learning resources should prepare you to contribute to a live session, then help you test a technique afterwards. A schedule example becomes more valuable when you compare it with your own dependency logic; a risk discussion becomes more valuable when it changes the questions you ask at work. Record the learning purpose and what changed in your understanding. Routine productive work and general

administration do not automatically count as off-the-job training.

Stage	Focus
Soft start	Role fit, prior learning, pathway, support and evidence plan
Months 1–24	Sequential development and application of six KBC pathway credits
Months 25–26	Closing workshops, remaining KSB gaps and gateway preparation
After gateway	Independent assessment under the approved plan

PAUSE AND REFLECT

Which part of your working week could become protected learning time? What agreement with your manager would help you keep that commitment?

CHARTER COMMITMENTS

The learner and employer partnership

An apprenticeship develops capability through three active partners: the learner, the employer and the college. Before enrolment, agree the job role, new learning required, protected time, workplace opportunities and the person who will support the learner. The signed training plan and agreements translate those commitments into an individual arrangement. The public charters explain the partnership; reading a catalogue does not sign a contract or establish funding eligibility. [C1-C2]

The strongest workplace opportunities are purposeful and proportionate. A learner may investigate a campaign, improve a forecast, prepare a business case or recommend a governance change. The manager helps set boundaries and obtain access. The learner records their own contribution, explains decisions and reflects on what the experience taught them. The tutor and coach help connect this work to the programme outcomes.

Partner	Core commitments
The learner	Participate; ask questions; complete authentic work; keep accurate learning records; prepare for coaching; protect confidential information.
The employer	Provide a suitable role and named manager; protect paid training time; arrange appropriate practice and evidence; attend reviews; report changes promptly.
Kent Business College	Assess starting points; agree a coherent plan; teach and support; provide feedback; review progress; explain assessment and costs; respond to concerns.

Tell the college promptly about changes in employment, working hours, duties, extended absence or support needs. These may require an adjusted plan or formal compliance review. Do not silently replace planned training with routine work. Employers should help learners access and understand evidence, while leaving the learner responsible for the assessed work. [C2]

Use authorised, anonymised or redacted workplace examples. Avoid uploading client information or personal data to public AI tools. Learning reflections and formal assessment evidence have different purposes; where an assessment plan excludes reflective accounts from the portfolio, keep those records separate.

DELIVERY AND PARTICIPATION

A learning rhythm you can plan around

KBC combines teaching, guided study, workplace application and regular coaching. The public charter describes three teaching semesters per year, beginning in October, February and June, with soft-start preparation in the preceding month. Each semester contains 14 classes and one reading week. The individual offer and cohort timetable confirm actual dates, holidays and the sequence for your programme. [C1]

Frequency	Charter study rhythm
Teaching week	Two-hour interactive class, supported by recordings and agreed catch-up arrangements.
Each week	Two to three hours of guided materials, preparation and learning activities.
Each month	Approximately seven hours for an applied assignment and learning record, plus a one-hour coaching conversation.
Every ten weeks	A one-hour progress review involving the learner, coach and line manager.
Additional planned learning	Occupational practice and workshops required to meet the individual plan and applicable training minimum.

A reliable monthly routine. Submit the learning record and assignment by the 20th, or the next working day when it is not a working day. Bring a concise progress presentation to coaching, normally scheduled between the 20th and the 5th of the following month. Book coaching and reviews ahead and ask early if a deadline becomes difficult. [C1]

Attendance and supported flexibility. The live attendance route uses KBC's 85% target, with agreed absence and adjustment arrangements. An agreed flexible route uses recordings and directed learning with continuing tutor contact, coaching and reviews. Both require active participation and the full programme outcomes. [C1]

Study workload is not the same as eligible off-the-job training. Only qualifying new occupational learning counts. Routine duties, administration, reviews and examinations do not automatically count; record actual eligible time and avoid double counting. Your standard, start date and assessed prior learning determine the required plan. [C1,C5]

YOUR SIX-CREDIT ARCHITECTURE

Choose a pathway, retain the full ambition

A pathway is a coherent professional emphasis within the apprenticeship. The Operational route develops the mechanics of dependable delivery control. The Strategic route connects controls advice with programme priorities and investment decisions. The Chartered route provides a substantial PMO curriculum and the specific technical-knowledge assessment recognised by APM. Your choice should follow your work, your development needs and the responsibilities you want to grow into.

A KBC pathway credit is an internal curriculum planning unit, normally representing a four-month course block. It is not an RQF credit, university credit, ECTS credit or a guarantee of academic transfer. PMP preparation uses two KBC credits; the Certified PMO Professional curriculum uses four. These measures explain the structure and help compare

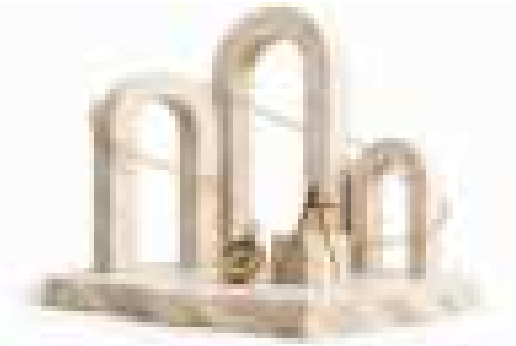
pathways without implying that professional certificates are interchangeable qualifications. [P3]

All routes include applied project controls and the planned AI certificate. Individual course assessment, apprenticeship EPA and any external professional application remain separate. A tailored mix may be considered where it meets the full occupational standard and the employer agrees that suitable evidence can be developed.

Pathway	Six-credit selection
Operational	PMP 2 + AI 1 + PMI-SP 1 + Earned Value Management 1 + Project Planning and Control 1
Strategic	PMP 2 + AI 1 + programme management OR APM risk 1 + Managing Portfolios 1 + PMI-PMOCP preparation 1
Chartered	Certified PMO Professional Level 6: 4 + AI 1 + Earned Value Management OR Managing Portfolios: 1

CHAPTER 03

Read the story behind performance



A schedule and a cost report tell part of a project's story. Understanding that story means looking for the assumptions, relationships and choices beneath the surface. Operational controls give you a disciplined way to ask whether the picture is credible and what needs attention next. Here, technical practice is connected with the responsibility of giving useful advice. Take time to notice where your own experience agrees with the evidence, where it challenges it, and which questions deserve a closer look.

PAUSE AND REFLECT

> *Which assumption in a familiar report would you most like to test?*

PLANNING, SCHEDULING AND CONTROL

Operational pathway: make performance visible

The Operational pathway is for professionals who need dependable answers about delivery. What work has actually been completed? Is the remaining schedule credible? Does the cost forecast reflect current productivity? Which intervention would make a material difference? You learn to connect those questions instead of treating schedule, cost and risk reports as unrelated products.

PMP preparation provides breadth across delivery approaches and stakeholder decisions. Project Planning and Control strengthens the architecture of an integrated plan. PMI-SP preparation deepens the scheduling emphasis. Earned Value Management connects measured achievement with planned and actual expenditure. The AI certificate then explores how well-defined information processes can be supported by controlled automation. The order should be agreed so that technical foundations precede advanced integration. [P3]

A useful applied challenge is a delayed engineering work package with incomplete progress evidence and pressure to recover a contractual milestone. You would examine the scope and coding structure, validate the baseline, analyse the dependency network and distinguish genuine progress from optimistic reporting. You would then compare recovery options, including their cost and risk implications. This is an illustrative KBC learning task: the actual assignment and assessment brief are provided for your cohort.

The employer should see increasingly clear explanations of uncertainty and performance. A defensible forecast is more useful than a confident number without an audit trail. Your portfolio can show how you reached a conclusion, what you challenged and why the recommended response was proportionate.

- Typical outputs: basis of schedule, integrated baseline, progress rules, variance report and recovery options.
- Development emphasis: technical credibility, disciplined data handling and independent challenge.
- Professional examinations: eligibility, entry level, booking and inclusions are confirmed separately.

PROJECT PLANNING AND CONTROL · PMI-SP

From scope to a credible schedule

Project Planning and Control begins before anyone draws a Gantt chart. You need an understood scope, useful breakdown structures, responsibilities, assumptions and a realistic approach to measuring progress. The APMG qualification is supported by APM's planning, scheduling, monitoring and control guidance, with Foundation and Practitioner levels. Its focus provides a structured technical foundation for the operational pathway. [P6]

KBC's applied work should ask you to build the reasoning behind the plan. For example, separate a milestone imposed by a contract from the logic that would make that milestone achievable. Examine constraints, interfaces, resource availability and the effect of uncertain durations. Test whether a change to one work package moves the controlling sequence elsewhere. Produce a basis-of-schedule narrative so that

another professional can understand how the plan was assembled and what would invalidate it.

PMI Scheduling Professional preparation extends the scheduling emphasis across strategy, development, monitoring, closeout and stakeholder communication. It is intended for experienced scheduling practitioners, and PMI applies separate experience and education requirements for certification. Completing KBC tuition does not itself award PMI-SP. [P7]

A useful joint exercise is a schedule assurance review. You may find missing logic, unsupported durations, poorly governed calendars or milestones with no credible predecessor chain. The expected professional response is not merely to list defects. Prioritise their significance, explain the effect on management confidence and agree a practical repair sequence with the people responsible for delivery.

Learn to explain	Make the explanation visible
Why the plan is credible	Scope boundaries, dependencies and an evidenced basis
Where uncertainty matters	Schedule-risk assumptions and sensitivity
What changed	Version history, approved change and forecast comparison
What should happen next	Prioritised corrective action with accountable owners

EARNED VALUE MANAGEMENT AND COST CONTROL

Understand what value has really been earned

A favourable spending position can be misleading when little work has been completed. Earned Value Management combines scope, schedule and cost through a performance measurement baseline, helping professionals interpret progress against both plan and expenditure. APMG's certification scheme has Foundation and Practitioner levels and was developed with APM's earned value specialists. The relevant examination is a separate professional assessment. [P8]

Your learning should move beyond memorising formulae. Consider a work package that is reported as eighty per cent complete every month. Ask how that figure was established, what evidence supports it and whether the measurement method is appropriate. Agree objective rules of credit where possible. Check whether actual costs include the work recorded as achieved, whether accruals are required and whether commitments explain future exposure.

A management report should identify the meaning and limitations of its indicators. An unfavourable variance may reflect productivity, scope growth, timing, coding errors or several interacting causes. Comparing forecast methods is useful only when their assumptions are understood. The most convincing recommendation combines quantitative analysis with technical knowledge of the remaining work.

For an applied assignment, prepare a concise cost and progress review supported by a transparent workbook. Include the baseline, cut-off date, data sources, rules of measurement, variance analysis and recovery options. Show

how an alternative assumption changes the out-turn. Finish with the decision required, the owner and the date when the forecast will next be challenged.

- Distinguish cost saving from delayed expenditure and uncompleted work.
- Connect commitments, actuals, accruals and remaining scope.
- Explain uncertainty in forecasts and challenge misleading precision.
- Preserve original baselines and record authorised changes transparently.

PAUSE AND REFLECT

Choose a performance measure you use regularly. What could make the number look reassuring while the underlying position needs attention?

THE VALUE OF A CONVERSATION

Confidence grows through dialogue

College community in London · June 2026

A concept often becomes clearer when you have to explain it to someone else. Try describing the choice you face, the evidence behind it and what remains uncertain. Invite a question before you rush to defend an answer.

Use teaching, coaching and workplace conversations to make those connections. Keep a brief note of the idea that changed your thinking, the action you will try and how you will judge whether it helped. That small habit can make learning easier to carry back into a busy working week.

CHAPTER 04

Widen the conversation

There comes a point when a better report is only part of the answer. Leaders may need to reconsider priorities, balance scarce resources or question whether an investment still serves its purpose. Strategic learning helps you join those conversations with care and substance. It also invites you to explore new tools without handing over your judgement. As you read, consider the decisions beyond your task and the people who depend on a clear explanation of what the evidence can support.

PAUSE AND REFLECT

Whose decision could your technical insight help to improve?

GOVERNANCE, PROGRAMMES AND PORTFOLIOS

Strategic pathway: advise beyond the dashboard

Senior project controls advice must connect delivery performance with organisational priorities. A programme can meet its immediate milestones yet fail to create the intended outcome. A portfolio can contain individually attractive projects while exceeding the organisation's capacity to deliver them. The Strategic pathway develops the ability to bring these tensions into a clear, evidence-based conversation with decision-makers.

The six-credit pattern combines PMP preparation, AI in Project Controls, Managing Portfolios, PMI-PMOCP preparation and a choice of programme management or APM project risk study. Programme management is useful where your work involves coordinated change, benefits and transition. Risk study may be more relevant where uncertainty, exposure and assurance dominate your role. The final choice is made through an employer-supported review of development needs. [P3]

An illustrative assignment might examine a portfolio with competing investment proposals, shared specialist resources and an overstated benefits forecast. You would analyse what information leaders actually need, challenge the decision criteria and consider options for sequencing or stopping work. Your controls expertise helps expose the consequences of a choice rather than substituting for the accountable sponsor's decision.

This route retains technical discipline. Governance arguments should be connected to reliable schedules, realistic costs, clear

assumptions and the organisation's ability to absorb change. A sophisticated presentation is not a substitute for sound evidence. You should be able to explain what is known, what remains uncertain and what further investigation would improve the decision.

- Typical outputs: investment options paper, benefits map, governance review and portfolio reporting model.
- Development emphasis: strategic alignment, resource trade-offs, influential communication and value.
- Course names and professional assessments follow the awarding body's current scheme for your intake.

PAUSE AND REFLECT

Who uses your reporting, and what decision are they trying to make? How could you find out whether your current explanation helps them?

TWO KBC PATHWAY CREDITS

PMP preparation with application at its centre

The PMP element develops a broad professional view of project delivery. The KBC learning model allocates eight months and two pathway credits, with live sessions, official materials and guided application. This gives space to examine how a method works in practice rather than relying only on a short revision course. The learning is valuable for controls professionals because it clarifies the decisions and competing priorities of the project managers they advise. [P3]

For examinations from July 2026, PMI's published content outline uses People, Process and Business Environment

domains, weighted at 33%, 41% and 26%. It includes predictive, adaptive and hybrid settings, with more explicit attention to value, AI, sustainability and stakeholder issues. The examination is not defined by a PMBOK edition alone. Preparation must match the current Exam Content Outline and the candidate's examination date. [P9][P10]

KBC exercises can connect scope definition with acceptance, scheduling with capacity, cost with uncertainty, and governance with escalation. For example, a technically feasible recovery plan may still fail if it ignores stakeholder commitments or operational readiness. You should learn to compare options, explain a choice and identify the assumptions that would require it to be revisited.

PMP certification requires PMI eligibility approval and passing PMI's examination. Your education and experience are considered separately from apprenticeship entry. Applicants whose experience does not yet meet PMI's requirements should agree a realistic development route rather than assume that enrolment guarantees immediate eligibility. The apprenticeship, KBC learning blocks and PMP credential are distinct achievements.

- Build a connected set of scope, schedule, risk, stakeholder and governance artefacts.
- Practise scenario analysis and justified decisions rather than recollection alone.
- Confirm examination fees, materials, permitted attempts and any renewal costs in your offer.

STRATEGIC PROFESSIONAL OPTIONS

Connect programmes, portfolios and the PMO

Programme management study examines how coordinated change creates outcomes that separate projects cannot deliver alone. PeopleCert presents its programme management framework under PRINCE2 Programme Management, with MSP fifth-edition qualifications. Your enrolment offer identifies the exact qualification title and examination included for your intake. Applied work can examine the relationship between a future operating model, benefits ownership, delivery stages and transition into business use. [P11]

Managing Portfolios explores how organisations choose, shape and oversee their investment in change. APMG currently describes a Managing Portfolios Professional certification. It should not be labelled interchangeably with a different provider's Management of Portfolios scheme. An illustrative KBC task is to critique an investment pipeline: which proposals serve strategic priorities, which rely on the same constrained resource, and which benefits depend on another initiative succeeding? [P12]

PMI-PMOCP preparation addresses the PMO as an organisational capability that should create value for its stakeholders. This is a separate PMI certification, distinct from KBC's four-module Certified PMO Professional Level 6 programme. Both may discuss PMOs, but they have different curricula, assessment routes and recognition. [P13]

Where risk is selected instead of programme management, APM's Project Risk Management Single Subject Certificate

offers a defined professional assessment route. KBC can combine the relevant concepts with applied reviews of risk ownership, assumptions, exposure and response effectiveness. The level and examination booked should be specified before enrolment. [P14]

Strategic question	Illustrative output
Will the change create value?	Benefits and transition map
Are these the right investments?	Prioritisation and capacity analysis
What should the PMO contribute?	Service catalogue and value measures
Where could confidence fail?	Risk review and response assessment

ONE CREDIT · FOURTEEN PRACTICAL SESSIONS

AI in Project Controls: build, test and govern

The KBC AI in Project Controls Certificate is a four-month applied learning block with 14 live sessions of two hours each. It is a KBC award, distinct from PMI or APM certification. Its purpose is to help you build useful reporting and workflow tools while retaining professional responsibility for the data, recommendations and decisions. The learning follows a demonstrate, build, test and review pattern. [P5]

You begin by selecting a use case, defining value and developing tested prompts. You then map the current and proposed workflow, structure the data and build an automation. Subsequent sessions connect dashboards, governed agents, meeting analysis and an API-ready

application. The final work brings the components together with a policy, approval matrix, test evidence and implementation notes.

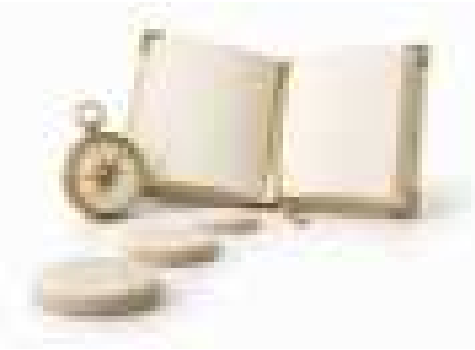
An illustrative capstone is a monthly reporting assistant. It reads approved project data, identifies exceptions, drafts commentary and sends the result to a named reviewer. It must cope with missing fields, contradictory inputs, duplicated actions and failed connections. A rejected recommendation should remain rejected. The model must not silently turn a suggestion into an approved project decision.

Potential tools include ChatGPT, Claude, Google Sheets, n8n and Lovable, with arrangements determined for the cohort. Technology names describe the teaching environment rather than endorsements. Employer information requires permission and appropriate controls; an anonymised or synthetic dataset can support learning when live access is unsuitable.

Build stage	Portfolio evidence
Define and design	Use-case canvas, prompts, process maps and data dictionary
Connect and automate	Workflow exports, dashboard, integration map and test log
Govern and demonstrate	Approval records, policy, capstone and measured benefits

CHAPTER 05

Develop depth that others can trust



Distinction grows from work that can withstand a thoughtful question. It asks you to show how you reached a conclusion, why an approach suited the situation and what changed when you listened to feedback. The Chartered pathway offers space to develop that depth across governance, control, uncertainty and communication. Each module connects knowledge with decisions. Bring your experience into the discussion, including the occasions when an approach did not work as expected; those moments can become valuable sources of learning.

PAUSE AND REFLECT

Which piece of your work best shows the reasoning behind the result?

CERTIFIED PMO PROFESSIONAL LEVEL 6

The Chartered pathway: depth before distinction

The Chartered pathway combines the four-credit Certified PMO Professional Level 6 programme with AI in Project Controls and a final choice of Earned Value Management or Managing Portfolios. The PMO curriculum spans 16 months and four connected modules. Governance establishes the purpose and authority of control; integrated planning develops technical discipline; risk and quality build confidence; stakeholder and reporting work turn that confidence into action. [P4]

APM's current register lists Kent Business College's Certified PMO Professional Level 6 as a recognised assessment for technical knowledge under ChPP Pathway 2. This recognition applies to that named programme and its successful assessment. It does not mean every KBC course is a recognised assessment, and it does not confer chartered status automatically. [P15]

Your work combines critical knowledge assessment with practical artefacts and reflection. The aim is to show that you can evaluate alternatives, tailor an approach and judge its effectiveness in context. A copied template with a company name inserted is weak evidence; a justified design, tested against organisational needs and improved after feedback, is much more valuable.

The final one-credit choice should strengthen the professional story you are developing. Earned Value Management is suited to deeper measurement and delivery-performance capability. Managing Portfolios is suited to investment,

prioritisation and enterprise decision support. Both require real engagement with the technical controls responsibilities of the apprenticeship.

- Four PMO modules must be successfully completed under the programme assessment rules.
- KBC's internal pathway credits are separate from academic credit frameworks.
- APM determines chartership eligibility, evidence requirements, professional practice and final assessment.

PMO FUNDAMENTALS AND ORGANISATIONAL GOVERNANCE

PMO module 1: give governance a practical purpose

A PMO earns trust when people understand the decisions it supports and the responsibilities it clarifies. The first module examines how an office should be shaped around organisational purpose, complexity and culture. You compare supportive, controlling and directive approaches, then consider the consequences of each for authority, assurance and service. A larger process manual is not necessarily a more mature operating model. [P4]

The curriculum connects governance structures with sponsorship, business cases, benefits, life cycles, assurance and ethical practice. You explore how a stage gate can test readiness without becoming a ritual, how escalation should work when information is incomplete and how decision rights can remain clear across matrix reporting lines. Inclusion and sustainability belong in these decisions because they influence whose interests are considered and what outcomes are valued.

An illustrative applied project is to design a PMO operating model for a growing organisation that has several inconsistent delivery teams. Begin with interviews about recurring decisions and failure points. Define the services the PMO should provide, the limits of its authority and the evidence leaders need. Establish an assurance cadence and a small set of measures that can reveal whether the design is useful.

The knowledge assessment asks you to critique approaches and justify tailoring. The practical portfolio may contain a governance map, RACI, decision and escalation process, stage-gate template and assurance review. Reflection should explain what you learnt when the proposed model encountered organisational reality. The module provides a foundation for the later planning, risk and stakeholder work.

- Learning outcome: evaluate governance and accountability in a complex setting.
- Learning outcome: design a proportionate PMO service and assurance model.
- Learning outcome: justify design choices using evidence, ethical judgement and organisational context.

PROJECT PLANNING, SCHEDULING AND INTEGRATED CONTROLS

PMO module 2: integrate the control system

An integrated control system allows scope, schedule, cost, resources and risk information to tell a coherent story. This module develops the ability to build and critique that system, beginning with requirements and boundaries and continuing through baseline approval, progress measurement,

forecasting and change. The objective is to understand how a decision in one area changes the others. [P4]

You examine work breakdown structures, dependency logic, duration estimates, milestones, budgets, cash flow and performance measures. The curriculum includes earned value concepts and the interpretation of cost and schedule trends. You consider how different life cycles influence the way plans are detailed, reviewed and adapted. Configuration and version control are treated as practical requirements for maintaining trust in the information.

An illustrative assignment begins with a baseline that appears complete but has mismatched cost and schedule coding. Your task is to investigate the gaps, propose an integrated structure and show how progress could be reconciled consistently. You then assess a proposed change: what happens to cost, dates, resources and exposure, and who has authority to accept that consequence? Record both the original position and the approved update.

The practical portfolio can include a work breakdown structure, logic network, baseline schedule, cost model, performance report and change log. The knowledge assessment should compare alternative planning and control choices and explain their limitations. Strong work makes the reasoning traceable: a reviewer can follow the source, assumption, analysis, conclusion and recommendation without relying on your verbal explanation.

- Learning outcome: develop and critique an integrated plan and baseline.
- Learning outcome: interpret performance and forecasts in context.

- Learning outcome: manage change while preserving data and configuration integrity.

RISK, ISSUE AND QUALITY MANAGEMENT IN PROJECTS

PMO module 3: make uncertainty discussable

A risk register is useful only when it changes attention, ownership or action. This module connects risk analysis, issue resolution and quality management with the culture required to surface concerns early. It develops both the technical methods and the professional behaviour needed to challenge optimism without creating defensiveness. Uncertainty should become something a team can investigate together. [P4]

You study identification methods, probability and impact, exposure, sensitivity, scenarios and quantitative approaches such as Monte Carlo analysis. These methods are placed alongside response ownership, contingency, escalation and review. Issue management is considered separately from risk: an event that has happened needs a clear response and decision process. Quality planning, assurance, control, audit and acceptance provide another route to anticipating and reducing avoidable problems.

An illustrative applied challenge is recurring supplier rework that threatens a delivery milestone. You would distinguish the immediate issue from the risks it creates, examine the root cause and assess whether the acceptance process is adequate. A response could combine corrective action, a revised inspection plan, improved information flow and changes to the risk model. The value lies in the coordinated response, not in the number of registers created.

Your evidence may include a risk and issue register, response plan, quantitative analysis, quality management plan, audit findings and lessons log. Critical commentary should explain why the chosen methods suit the uncertainty and available data. Where a sophisticated model creates an impression of accuracy unsupported by its inputs, professional judgement requires you to say so.

- Learning outcome: design connected risk, issue and quality arrangements.
- Learning outcome: justify analysis and response methods proportionate to the situation.
- Learning outcome: lead constructive challenge, learning and improvement.

PAUSE AND REFLECT

Recall a concern that was raised late. What might have made it easier for someone to speak sooner, and what could you change in your own response?

STAKEHOLDERS, COMMUNICATIONS AND REPORTING

PMO module 4: influence through clarity

The final PMO module addresses a familiar difficulty: accurate information is produced, but the decision still does not happen. You examine the people, incentives, channels and expectations surrounding a report. Effective communication begins with understanding what a stakeholder needs to decide, what they already believe and what evidence will help them engage with the issue. [P4]

The curriculum includes stakeholder analysis, engagement planning, communication design, reporting, negotiation and leadership. You compare formal authority with other sources of influence, legitimacy and urgency. Reporting is considered across status updates, exceptions, assurance, stage gates, dashboards and benefits. The aim is to select the appropriate message and level of detail without hiding uncertainty or excluding inconvenient evidence.

An illustrative assignment is to redesign a monthly reporting process that produces lengthy packs but little follow-through. Interview a sponsor, delivery lead and operational user. Identify where their decisions differ. Create a reporting hierarchy that links executive implications to the underlying technical evidence, with a clear owner and due date for action. Test whether the revised approach improves comprehension and response.

Your portfolio may include a stakeholder map, engagement plan, communication matrix, exception report, dashboard and feedback analysis. Evaluate how the approach worked, what resistance revealed and what you changed. The knowledge assessment should compare frameworks critically; the practical assessment should demonstrate deliberate execution and learning. This module brings the programme together by connecting governance, controls and uncertainty with professional influence.

- Learning outcome: analyse stakeholder needs and plan inclusive engagement.
- Learning outcome: produce clear, evidence-based reports for different decisions.
- Learning outcome: evaluate communication effectiveness and adapt the approach.

CHAPTER 06

Make your contribution visible

It can be difficult to describe work that has become second nature. Preparing evidence gives you an opportunity to pause, recognise your contribution and explain it with confidence. The following pages connect the occupational requirements with the portfolio and independent assessment. They also help you distinguish useful learning reflections from formal evidence. Start with work you understand well, keep your role clear, and build an account of the decisions you made, the alternatives you explored and the consequences you recognised.

PAUSE AND REFLECT

What would you want an assessor to understand about your contribution?

ST0845 · ALL 31 KNOWLEDGE CODES

Your knowledge map

Knowledge is the understanding that makes a technique usable in an unfamiliar situation. The complete code index below gives a compact route into the official standard; the short labels are navigation aids, not replacement assessment criteria. Your individual curriculum and evidence plan should use the full published wording. [P1]

In practice, a topic can connect several areas. An estimate review may involve technical scope, data quality, contract requirements, uncertainty and commercial judgement. Your task is to explain those connections and select an approach that suits the problem. A strong answer makes clear why an alternative was less suitable, not simply what tool was used.

Use the map with your coach. Identify where you have encountered the topic, where you have applied it and where you still rely on unsupported assumptions. Prior learning should be recognised honestly, while remaining gaps receive explicit attention. The three pathways provide different professional emphases; all must support the same occupational coverage.

Codes	Compact knowledge index
K1–K4	K1 strategy; K2 controls principles; K3 procedures; K4 software
K5–K8	K5 technical interpretation; K6 coding; K7 control plans; K8 baselines
K9–K12	K9 safety; K10 environment; K11 ethics; K12 data assurance

Codes	Compact knowledge index
K13–K16	K13 analytics; K14 communication; K15 risk; K16 integrated risk
K17–K20	K17 change; K18 contracts; K19 tendering; K20 estimating
K21–K24	K21 assurance; K22 scheduling; K23 modelling; K24 cost engineering
K25–K28	K25 financial controls; K26 measurement; K27 progress; K28 statistics
K29–K31	K29 forecasting; K30 leadership; K31 improvement

ST0845 · 29 SKILLS AND 11 BEHAVIOURS

Your practice and behaviour map

Skills require performance, and behaviours require consistent professional conduct. A course completion record can show participation; it cannot by itself show that you have challenged unreliable information or led a team responsibly. The compact index covers every skill and behaviour code. Use the official wording and the assessment-method mapping when selecting evidence. [P2]

Choose examples with a clear personal contribution. Explain what you were responsible for, what you did and what changed. Keep information about the wider team because context matters, while avoiding claims that another person's decisions or work were yours. Employer feedback should describe observed performance rather than general praise.

- Discuss evidence quality and remaining opportunities at coaching meetings.

- Preserve dates, versions and the relationship between the artefact and your contribution.
- Demonstrate behaviour across time and situations rather than through a single self-description.

Codes	Compact practice index
S1–S5	S1 procedures; S2 software selection; S3 integration; S4 interpretation; S5 coding
S6–S10	S6 control plans; S7 baselines; S8 change; S9 safety; S10 environment
S11–S15	S11 ethics; S12 data validation; S13 stakeholders; S14 risk; S15 analytics
S16–S20	S16 commercial controls; S17 tenders; S18 estimate framework; S19 estimating; S20 schedule framework
S21–S25	S21 schedules; S22 optimisation; S23 cost engineering; S24 progress baseline; S25 performance analysis
S26–S29	S26 variance; S27 influence; S28 coaching; S29 improvement
B1–B4	B1 safety; B2 leadership; B3 commercial awareness; B4 anticipation
B5–B8	B5 integrity; B6 impartiality; B7 accountability; B8 collaboration
B9–B11	B9 innovation; B10 development; B11 adaptability

LEARNING EVIDENCE AND INDEPENDENT ASSESSMENT

Build an evidence portfolio with purpose

Begin evidence collection with the decisions and responsibilities in your role. A useful artefact explains

something significant about your practice: a challenged estimate, a revised reporting rule, a risk workshop that changed an assumption, or a recovery recommendation supported by analysis. Save the relevant version and enough context to make your contribution understandable. A large folder without a clear index creates work for the reader and may conceal gaps.

KBC learning can include reflection, critical essays, practical portfolios and knowledge quizzes. These activities serve different purposes. Reflection helps you understand your development; a technical output shows what you produced; feedback can show how it was received. Keep the distinctions visible so that you can prepare the correct evidence for each assessment route.

For the current PCP EPA, the professional-discussion portfolio is normally around 14 evidence items, is submitted at gateway and is not directly graded. Reflective accounts and self-assessment must not be included in that EPA portfolio. Maintain learning reflections separately and select admissible workplace material for the final submission. [P16]

An effective index links each selected item to the relevant KSBs and a short explanation of your role. Agree confidentiality treatment with your employer, use proportionate redaction and retain enough technical detail for meaningful assessment. Authenticity matters more than visual polish. Tutors can help you review coverage and organise evidence; the final submission and professional explanation must remain your own.

- Useful evidence: plans, reports, analysis workbooks, change records, annotated outputs and directly observed witness statements.

- Useful context: purpose, date, personal role, action, result and the source of verification.
- Avoid: unsupported claims, duplicate filler, inaccessible links and confidential data without permission.

PAUSE AND REFLECT

Use this question in your learning journal, keeping it separate from the EPA portfolio: which piece of work shows your judgement developing, and what feedback changed your approach?

GATEWAY, METHODS AND GRADING

What independent end-point assessment involves

Gateway requires employer confirmation of occupational readiness, an accepted basis of assignment and the portfolio. English and mathematics requirements are confirmed under the current rules. The EPA period is typically six months. The technical assignment is completed after gateway, normally on a project not previously worked on or an agreed different part. Its report is 6,000 words, with a ten per cent tolerance, submitted within 12 weeks. Presentation and questioning last 60 minutes, typically 15 plus 45. The second method is a 90-minute professional discussion. [P16]

Prepare by learning to explain a technical argument clearly. State the question, identify the evidence, compare the alternatives and justify the recommendation. If an assumption is uncertain, explain its significance and what would resolve it. A mock discussion should help you practise navigating your evidence and responding to challenge; it should not produce memorised answers detached from real work.

The employer provides access, time and workplace support, while the independent assessment organisation determines the assessment outcome. KBC's planned EPA organisation is NSAN, subject to the employer's selection and confirmed arrangements. Professional course examinations and a ChPP application do not replace the apprenticeship EPA.

- The EPAO supplies the assessment specification, arrangements and applicable adjustments.
- Re-sits and re-takes require an agreed plan; they do not provide an automatic opportunity to upgrade a pass. [P16]

Assignment result	Discussion result	Overall grade
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction
Fail in either method	Any other result	Fail

YOUR DEVELOPMENT

A professional community around you

College community in London · June 2026

Progress is not always dramatic. Sometimes it is a more precise question, a clearer recommendation, an honest account of what you do not yet know, or the confidence to ask for support before a difficulty grows.

Look back at the work you brought into the programme. What can you now explain, improve or approach more thoughtfully? Keep the evidence of that change. It can help you recognise your development and decide what you want to learn next.

CHAPTER 07

Choose your next chapter with clarity

A programme is an investment of attention as well as time and money. Understanding the terms gives you a foundation for deciding what comes next. This chapter brings together funding, workplace value and progression so that ambition is supported by clear expectations. Consider the change you would like colleagues to notice in your work, and the conditions that would help you achieve it. The next step need not answer every question; it should be informed, purposeful and right for you.

PAUSE AND REFLECT

What would worthwhile progress look like for you and your employer?

COSTS AND WRITTEN AWARDS

Understanding the funding routes

Three different funding concepts appear in KBC programme offers. Government apprenticeship funding supports eligible training and assessment within the approved funding band. KBC or IPC support may fund additional professional development and agreed learner benefits. A separately approved bursary for a commercial programme has its own price, award and balance. These amounts must not be counted twice or treated as interchangeable. [C2,C7]

The government policy for new starts from 1 August 2026 distinguishes the employer's levy position and the apprentice's age at the start of training. The summary below applies within the funding band and remains subject to eligibility. The current policy is administered through the Department for Work and Pensions; older KBC material refers to the Department for Education. [C4-C5]

Position at the applicable start	Funding treatment
Levy account with sufficient funds	Eligible training and assessment are paid through the apprenticeship service account.
Eligible learner aged 16 to 24; non-levy employer or levy account with insufficient funds	Government funds eligible training and assessment within the band; no employer co-investment.
Learner aged 25 or over; non-levy employer	Normally 95% government support and 5% employer co-investment.

Position at the applicable start	Funding treatment
Learner aged 25 or over; levy account with insufficient funds	Normally 75% government support and 25% employer co-investment.

An apprentice is not charged eligible apprenticeship training or assessment costs. Employers remain responsible for wages and any agreed costs outside funding limits. Earlier starters follow their applicable rules. The written agreement confirms the negotiated price, funding source and contribution. [C4-C5]

Professional memberships, optional examinations, travel, workshops and bursaries require the scope and conditions in the written offer. Confirm included attempts, resits, membership periods and additional charges before agreeing. A KBC or IPC award is not an automatic entitlement, a cash payment to the learner or a guarantee of professional-body recognition. [C1-C2]

PUBLIC FUNDING, IPC SUPPORT AND THE KBC FUND

Understand the funding before you commit

The apprenticeship's published maximum funding is £27,000. This is a cap on eligible training and assessment funding, not a cash award to the learner and not a promise that every applicant receives that amount. The employer's funding route and contribution depend on the applicable rules, age, account position, prior learning and agreed price. The common funding guide in this catalogue explains the current distinction between non-levy employers and levy employers with insufficient funds.

An additional IPC support package valued at £7,000 is described within the programme offer, alongside the apprenticeship-funded element. Its stated purpose is to support agreed enhancements such as professional examinations, memberships, chartered-application costs, masterclasses and other learner benefits. This is a separate, conditional package: the written offer should identify the funder, items covered, value, eligibility and any limits. It is not an automatic statutory entitlement or an unrestricted payment. [P3]

The Kent Business College Fund is distinct from IPC support. The Level 7 Strategy and Leadership offer has seven modules at £1,000 each and is outside public apprenticeship funding. KBC support may cover up to 70%, decided individually by the school. Any fully supported arrangement for an existing apprentice must be stated clearly in that learner's written offer; it should never be assumed.

Before signing, request one itemised schedule covering tuition, EPA, chosen professional exams, standard attempts, materials, memberships, optional activities, software and any personal costs. The current KBC planning figure for PCP EPA is £3,400; it sits within the agreed apprenticeship training-and-assessment price, not on top of the funding cap. Final prices and inclusions require written confirmation.

- Keep public funding, employer contribution, IPC support and KBC bursaries separately identified.
- Confirm resit, renewal, travel and technology costs explicitly.
- A professional-course scholarship is not a funded apprenticeship place.

APPLIED LEARNING AND MEASURABLE IMPROVEMENT

Create value your employer can recognise

The most useful programme outcome is a visible improvement in professional judgement and workplace practice. At the start, agree one or two problems that matter to the employer: unreliable forecasts, time-consuming reporting, inconsistent baselines, weak change records or limited confidence in risk information. Establish a sensible starting measure and revisit it as your capability grows. Improvement should be evidenced, not inferred from attendance.

For a reporting project, measure the time from data cut-off to reviewed issue, the number of corrections and whether decisions lead to owned actions. For scheduling, examine the proportion of activities with credible logic and the quality of the basis of schedule. For a governance improvement, look at decision clarity, escalation delays and closure of agreed actions. These are illustrative measures, not promised performance gains.

The employer's contribution is practical. Provide protected learning time, a suitable sponsor, access to relevant work and feedback on the application of new methods. Monthly coaching and periodic reviews should ask whether the learner is developing beyond routine delivery and where additional experience is needed. If responsibilities change, revise the evidence plan early.

You should finish with a professional portfolio that tells a coherent story: the initial problem, the method selected, the evidence examined, the challenge raised, the decision supported and the result observed. The portfolio becomes

useful for performance reviews and future development while remaining subject to employer confidentiality. The course cannot guarantee promotion, but it can help make your growing contribution more visible.

Illustrative starting problem	Possible evidence of improvement
Forecasts lack explanation	Clear assumptions and reviewed forecast ranges
Reports require repeated corrections	Fewer errors and a traceable review process
Changes bypass approval	Visible impact analysis and decision records
Risk ownership is unclear	Named owners, tested responses and review evidence

PROGRESSION, RECOGNITION AND APPLICATION

Plan your professional next step

Completing the apprenticeship is a significant professional achievement, but it is one part of a continuing career. Your next step may be stronger responsibility in planning, cost, risk or reporting; leadership of an integrated controls function; or a broader PMO and portfolio role. The pathway should help you develop evidence for that direction without promising a particular job, salary or membership grade.

For the Chartered pathway, successful completion of the recognised PMO assessment can support an APM Pathway 2 application. APM separately requires current professional practice, appropriate competence evidence, CPD, two proposers and commitment to its professional code. The

application has a written stage and, when accepted, a 75-minute interview. APM alone awards ChPP. [P17]

The apprenticeship standard also identifies alignment with Incorporated Cost Engineer recognition. IPC Fellowship and other professional opportunities described in KBC materials are subject to the relevant body's membership and assessment requirements. None should be represented as an automatic consequence of course attendance. Confirm the recognition route, current body name, application support and costs in your offer.

Your information session should end with clarity about four things: why the occupational standard fits your work, which pathway best develops your capability, how the employer will support learning and what the complete financial arrangement includes. Bring examples of current responsibilities, your qualifications and your preferred direction. The purpose is to build an achievable plan with enough challenge to move your practice forward.

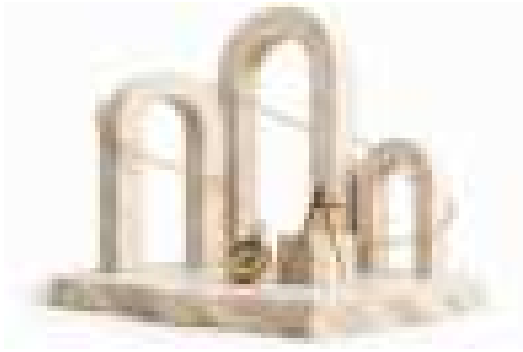
- Choose the professional emphasis: Operational, Strategic or Chartered.
- Agree suitable workplace responsibilities and protected learning time.
- Review prior learning, eligibility, duration and the evidence plan.
- Receive the itemised offer and complete the required learner and employer agreements before commitment.

PAUSE AND REFLECT

Picture a colleague describing your work after the programme. What would you hope they had noticed, and which practical opportunity could help you develop it?

CHAPTER 08

Operational pathway in practice



Follow the fictional Meridian Infrastructure programme through baseline design, scheduling, earned value, forecasting and recovery. Each activity connects a technical control with the management decision it is intended to support.

PAUSE AND REFLECT

Which weakness in your present control foundation most limits confidence in the decisions made from it?

YOUR PROGRAMME

Operational practice: establish the control foundation

The fictional Meridian Infrastructure programme is upgrading several operational facilities while maintaining existing services. Different contractors use different work-package names, and the schedule, cost ledger and risk register do not share a consistent structure. Before offering an integrated forecast, a controls professional must establish what each record represents. Begin with the agreed scope and a practical breakdown of deliverables, then connect responsibility, activities, budgets and change records through controlled identifiers. The structure should support meaningful management questions. Excessive detail can be as unhelpful as a summary that hides the package responsible for an emerging problem.

Document the basis of the baseline: scope boundaries, estimate assumptions, resource calendars, progress rules and the treatment of uncertainty. Ask the responsible delivery teams to challenge it before approval. The baseline records the agreed starting commitment; the current forecast explains what is now expected. Keep both visible and govern changes through the appropriate authority. In the Operational pathway, technical credibility begins with this foundation because every subsequent variance depends on what the comparison means. A useful learning output is a short control-account explanation that another practitioner can follow from an accepted deliverable to the evidence used to report its progress.

- Trace one work package across scope, schedule, cost and risk.

- Identify a coding mismatch that could distort the integrated report.

YOUR PROGRAMME

Interrogate the logic behind the finish date

Meridian's fictional schedule shows a critical facility returning to service on the required date, but several approval activities have no predecessors. A fixed milestone can conceal an incomplete plan rather than demonstrate that the commitment is achievable. Examine the network logic, calendars and constraints before interpreting the critical path. Check whether access windows, supplier information, testing and operational acceptance are represented. Discuss unusual relationships with the people who planned the work. A scheduling review should seek the practical reason for a relationship, rather than changing it merely to satisfy a software diagnostic or produce a cleaner-looking chart.

Once the model is credible, examine the work that controls the completion date and the routes that could become controlling. Resource limitations and interface uncertainty may alter the apparent freedom suggested by float. Test a small number of meaningful scenarios and record the assumptions behind them. Explain what a delay affects, which response is feasible and who must decide. The learning output should include a basis-of-schedule narrative and a prioritised assurance finding, supported by the relevant extracts. This demonstrates an ability to turn technical examination into advice that delivery managers can use, including an honest account of the confidence the model deserves.

- Explain one constraint that conceals rather than resolves a delay.
- Test an interface disruption and identify the new controlling work.

YOUR PROGRAMME

Measure achievement rather than reported activity

A fictional Meridian package reports substantial progress because equipment has arrived on site, although installation and acceptance remain incomplete. The controls team must ask what achievement the agreed measurement rule permits it to recognise. Define objective steps where appropriate and align them with the nature of the work. A delivery receipt may support one milestone but cannot automatically stand for a completed system. Check that the evidence is current, attributable and consistent with the reporting date. Progress measurement becomes trustworthy when the delivery team understands the rule before performance pressure encourages a more generous interpretation.

Consider an illustrative package with planned value of £100,000, earned value of £80,000 and actual cost of £90,000 at the same reporting point. Its cost performance index is approximately 0.89 and its schedule performance index is 0.80. Those indicators identify questions; they do not explain the cause or directly establish a calendar completion date. Investigate productivity, timing, coding and the remaining work before recommending action. Confirm that actual costs include appropriate accruals and relate to the achievement being measured. A strong review combines the calculation

with technical context and states what further evidence is needed before the forecast can be relied upon.

- Define a progress rule for delivery, installation and acceptance.
- Explain two possible causes of the illustrative package's variance.

YOUR PROGRAMME

Build a forecast from the remaining work

The fictional Meridian team hopes an early productivity problem will disappear once installation becomes routine. A forecast that assumes this improvement without evidence can delay a necessary decision. Examine the remaining quantities, expected productivity, resource availability and contractual commitments. Distinguish a known cost from an estimate and an estimate from a contingency allowance. Reconcile the current position with the previous forecast so that the change can be understood. A credible forecast does not need to claim certainty; it needs a coherent basis that explains what is expected and the conditions under which the expectation would change.

Compare an estimate built from the remaining work with an appropriately interpreted trend-based view. Differences can reveal assumptions worth investigating, such as future efficiency, omitted scope or a supplier exposure that has not reached the ledger. Consult package owners and commercial colleagues, then document unresolved matters. Show the effect of material scenarios rather than hiding all uncertainty inside a single confident number. Your recommendation

should identify the decision the forecast supports, the evidence behind it and the next review trigger. This connects cost control with professional judgement: the aim is to give management time to act while a meaningful choice remains available.

- Reconcile a forecast movement into identifiable causes.
- Challenge one assumed productivity improvement using delivery evidence.

YOUR PROGRAMME

Compare recovery options as integrated decisions

In the fictional Meridian programme, a supplier delay threatens an access window shared by two work packages. One proposal is to add a second shift; another is to resequence work around the delayed equipment. Neither should be recommended from the schedule alone. Examine the resources, supervision, interfaces, costs and assurance requirements associated with each response. Ask whether an apparent time saving moves risk into testing or operational handover. A recovery plan is an integrated management choice, and the controls professional should make the interactions visible without taking authority that belongs to delivery, commercial or operational leaders.

Prepare a common comparison so that options can be assessed fairly. Show the achievable benefit, implementation conditions, additional exposure and confidence in the estimate. Distinguish an option that restores an intermediate milestone from one that improves the programme completion forecast. Record who has validated the assumptions and

which approvals are required. After a decision, establish how its effectiveness will be measured and when the response should be reconsidered. The resulting learning evidence can include the original forecast, your option analysis and the subsequent review. Together they explain how your technical work helped the organisation choose a proportionate response to a delivery problem.

- Compare two recovery options across time, cost and uncertainty.
- Define a review trigger for stopping an ineffective recovery measure.

YOUR PROGRAMME

Connect uncertainty with the control cycle

Meridian's fictional risk register lists supplier delay as a high concern, but the forecast assumes every remaining delivery will arrive on its original date. That disconnect makes the report internally inconsistent. Review how significant uncertainty enters planning, estimating and management decisions. Establish whether a risk has already become an issue, whether its effects overlap with another exposure and whether the proposed response is reflected in the forecast. Avoid simply adding every worst-case estimate together. The useful question is how the uncertainties interact and which assumptions have the greatest influence on the decision under consideration.

Use proportionate scenario or sensitivity analysis supported by people who understand the work. Make the source of assumptions visible and distinguish an informed estimate

from a measured distribution. When quantitative modelling is used, explain its limitations and the meaning of the result in language decision makers can understand. Agree ownership of responses and connect review dates with actual delivery events. The Operational pathway develops the habit of keeping scope, progress, cost, schedule and uncertainty in conversation. Your final control brief should show that connection and identify the practical action that follows, rather than presenting several technically correct reports that lead to different conclusions.

- Find a significant risk absent from the current forecast assumptions.
- Explain an uncertainty that could affect both cost and schedule.

CHAPTER 09

Chartered pathway in practice

Explore the PMO as an organisational capability in the fictional Meridian programme. These activities develop governance, assurance, information quality and evidence of professional judgement; external recognition remains a separate process.

PAUSE AND REFLECT

How would you demonstrate that a governance or assurance intervention improved the quality of a real decision?

YOUR PROGRAMME

Chartered practice: define a useful PMO mandate

The next part of the fictional Meridian case examines the PMO supporting the programme. Senior managers complain about inconsistent reporting, while project teams feel burdened by requests that appear to duplicate existing work. A useful mandate begins with the decisions the organisation needs to make. Identify the services that would improve those decisions: reliable information, proportionate assurance, portfolio coordination or support for project capability. Clarify who receives each service, who owns the underlying delivery responsibility and what authority the PMO holds. A well-written mandate should prevent confusion as readily as it describes ambition.

Agree a small set of measures that reflects the value of the service, such as the timeliness of decisions, the resolution of material data weaknesses or the usefulness of assurance findings. Counting templates produced may say little about whether management has better information. Consult delivery teams about the burden of supplying evidence and simplify requests where the same purpose can be met more efficiently. In this Chartered pathway practice, the PMO is examined as an organisational capability. The learning develops reasoned professional judgement and evidence of contribution; it does not turn a catalogue exercise into an automatic award of chartered status.

- Write a PMO service statement around one management decision.

- Separate the PMO's authority from the project manager's accountability.

YOUR PROGRAMME

Design governance that enables timely decisions

A fictional Meridian board receives extensive information but repeatedly defers decisions because the papers do not explain who must approve the next step. Governance needs more than a meeting calendar. Map the decisions that recur across the programme, the authority required and the evidence each decision depends upon. Distinguish a recommendation, an assurance opinion and an approval. Establish sensible escalation thresholds that reflect the consequences of delay or exposure. Where two groups appear to hold the same authority, resolve the ambiguity before a difficult case makes the disagreement urgent and expensive to manage.

Test the arrangement using a realistic change that crosses package boundaries. Ask where the proposal begins, who assesses its implications, who may authorise it and how the decision reaches the people implementing the work. Include the route for an urgent exception without creating a convenient way to bypass accountability. Record decisions clearly enough that a later reader can understand the rationale and conditions. A useful governance improvement reduces avoidable waiting while preserving the challenge appropriate to the commitment. Your evidence should explain the problem, the design choices and the feedback used to establish whether the revised process works in practice.

- Trace one cross-package change through the proposed decision route.

- Identify an approval that currently lacks a clear accountable owner.

YOUR PROGRAMME

Create an information agreement people can trust

In the fictional Meridian programme, every project submits a monthly dashboard, yet “complete”, “approved” and “at risk” mean different things across the teams. Standardising the appearance of the report will not resolve these differences. Agree the meaning, owner and source of the information before consolidating it. Define the reporting date and the treatment of missing or late data. Establish which changes require a correction to the source and which require an explanatory note. A practical information agreement makes the interpretation dependable without pretending that every project can be reduced to an identical set of measures.

Build traceability from a significant board statement back to the records that support it. Check access controls, version history and responsibility for corrections. Where a measure is based on judgement, identify who made the judgement and the criteria used. Review whether the reporting process gives managers enough context to act, including changes since the previous period and unresolved uncertainty. The Chartered pathway encourages you to connect technical integration with organisational behaviour: colleagues are more likely to provide useful information when they understand its purpose and receive constructive feedback about quality. Reliable reporting is therefore a shared discipline, supported by systems rather than created by them alone.

- Define three terms that currently permit conflicting interpretations.
- Trace one board-level conclusion to its authoritative evidence.

YOUR PROGRAMME

Offer assurance that changes the outcome

A fictional assurance review finds that Meridian's schedules contain missing interfaces, but its report lists every defect with the same priority. Delivery leaders struggle to see what needs attention first. An effective review starts with a clear purpose and scope, then gathers sufficient evidence to support a reasoned conclusion. Distinguish a confirmed weakness from an area that could not be tested. Consider the significance of a finding for the decision being made, including the likelihood that it affects the forecast or the ability to control the work. Severity should follow the evidence and consequence, not the forcefulness of the wording.

Discuss emerging findings with the responsible team so that factual errors can be corrected and relevant context considered. Retain independent judgement where the evidence justifies challenge. Frame recommendations as achievable improvements with named owners and clear completion evidence. Follow-up should test whether the weakness has been addressed, rather than merely whether someone has closed an action in a system. Your learning account can explain how you balanced professional scepticism, fairness and practicality. This is especially valuable when the technically ideal solution was

disproportionate and a simpler intervention provided enough assurance for the actual management decision.

- Prioritise three findings by their effect on the programme decision.
- Define evidence that would demonstrate an assurance action is effective.

YOUR PROGRAMME

Build an evidence story of professional judgement

A fictional Meridian practitioner has produced many reports but finds it difficult to explain the decisions their work influenced. Start with a significant professional challenge: perhaps an unreliable forecast, an ambiguous governance route or a disputed assurance finding. Describe the context and your responsibility, then identify the alternatives you considered. Explain the evidence used, the people consulted and the judgement you exercised within your authority. Recognise the contribution of colleagues. A credible account makes your individual capability visible without claiming that an organisational outcome resulted from your work alone or presenting an unresolved recommendation as an implemented change.

Select supporting records that illuminate the reasoning, including relevant feedback and evidence of what happened afterwards. Use authorised, appropriately redacted material and retain the relationship between each extract and its source. Consider the limitations of the outcome and what you would do differently with the knowledge now available. These habits support purposeful professional development

across the Chartered pathway. Any external recognition or assessment has its own current evidence requirements, which must be checked separately. The practice here is to develop an honest, coherent explanation of how you think and act, rather than to assume that a particular document automatically satisfies another organisation's criteria.

- Outline one challenge through context, options, action and outcome.
- Identify evidence that demonstrates your contribution rather than attendance.

YOUR PROGRAMME

Govern AI as part of the control environment

The fictional Meridian PMO proposes an AI assistant that summarises package reports and drafts questions for the programme board. Begin by defining the permitted task, the authorised information and the person accountable for the output. A draft narrative should identify its supporting sources and separate reported facts from interpretation. The workflow must not silently turn a tentative comment into an approved change or a predicted outcome into an established result. Keep the authority to approve reports and make programme decisions with the designated people, and give the system only the access required for its agreed purpose.

Test the workflow against missing reports, conflicting dates, outdated baselines and content that attempts to redirect the assistant away from its task. Record significant errors and the effort required to detect them. Establish human review, version control, an audit trail and a workable manual fallback

before adoption. Reassess the process when sources, models or reporting requirements change. A convincing governance proposal explains when the assistant helps and when it must stop or request clarification. This connects the Chartered pathway's interest in organisational capability with responsible technology: trust comes from observable controls and accountable use, rather than from the fluency of a generated paragraph.

- Test whether a draft conclusion can be traced to current sources.
- Define a condition that stops the workflow pending human review.

CHAPTER 10

Strategic pathway in practice

Step beyond the individual dashboard to examine value, portfolio choices, capability and executive decisions. The fictional Meridian case shows how project controls can inform the organisation's wider commitments.

PAUSE AND REFLECT

Where would a clearer connection between delivery evidence and investment purpose change your advice to senior leaders?

YOUR PROGRAMME

Strategic practice: return to the investment purpose

The Strategic pathway considers a different level of the fictional Meridian challenge. Several facilities are being upgraded successfully, but the programme's expected operational benefit is less clear than its delivery milestones. Begin by reconnecting the work with the investment purpose. Identify the outcome the organisation wants, the change required to achieve it and the people who will own that change. A completed facility may enable a benefit without ensuring that it occurs. Operational readiness, workforce capability and the timing of related initiatives can all affect whether the investment produces the intended improvement.

Construct a practical benefits argument that can be challenged. Define the measure, starting position, review period and owner, and state the assumptions linking the project output to the outcome. Consider possible disbenefits or displacement of effort elsewhere. Where a benefit depends on several initiatives, avoid crediting the same improvement to each one in full. Use the analysis to inform sequencing, resource allocation and the conditions attached to further investment. The controls professional's strategic contribution is to make the connection between delivery information and organisational value explicit, so that a programme can be redirected when its original rationale no longer fits the evidence.

- Connect one deliverable to an operational change and benefit owner.

- Identify a benefit assumption that project completion alone cannot prove.

YOUR PROGRAMME

Compare portfolio choices on a fair basis

Meridian's fictional leadership team must choose which of three upgrades receives scarce specialist capacity next. Each sponsor describes their own project as urgent, but urgency means different things: a deteriorating asset, an opportunity to improve service or a commitment already made to a partner. Establish comparison criteria before selecting a preferred proposal. Include strategic contribution, risk exposure, deliverability, dependencies and the consequences of delay. Distinguish mandatory commitments from discretionary choices, while still examining how and when the required work can be delivered. A scoring model supports discussion only when its definitions and assumptions are understood.

Test whether the ranking changes under plausible alternative priorities or resource assumptions. A narrow numerical lead may be less meaningful than a major dependency that the model represents poorly. Explain the trade-offs openly and identify information that could change the decision. The recommendation may be to sequence, pause, reshape or combine work rather than simply approve or reject it. Record the rationale and the conditions for reconsideration. Your learning evidence should show how controls information informed a portfolio choice, including uncertainty and stakeholder concerns, rather than presenting a calculated

ranking as if it were an objective decision independent of organisational judgement.

- Compare three initiatives using the same clearly defined criteria.
- Test whether a dependency changes the apparent preferred sequence.

YOUR PROGRAMME

Treat capability as a strategic constraint

The fictional Meridian portfolio has enough approved funding for several upgrades, but the same experienced commissioning specialists are required by each project. Treating this as a local scheduling issue risks repeated conflict and optimistic forecasts. Develop a view of demand by capability, timing and realistic availability. Consider supervision, preparation and operational responsibilities alongside the visible project activities. Check whether proposed substitutes have the competence and authority the work requires. The purpose is to make the organisation's actual capacity discussable, rather than allowing every project to assume access to the same people at the same time.

Compare options such as resequencing, developing additional capability, using qualified external support or reducing concurrent work. Include the time and effort needed to make each response effective. Hiring does not remove every constraint immediately, and training may require experienced staff to step away from delivery. Explain how the choice affects benefits, delivery confidence and future resilience. Agree a review rhythm that connects portfolio commitments

with changing capacity. This develops a strategic controls perspective: resources are part of the organisation's ability to execute its priorities, and credible advice must connect near-term delivery pressure with the capability needed to sustain performance over time.

- Map one scarce capability across all competing project commitments.
- Compare a sequencing response with a capability-development response.

YOUR PROGRAMME

Make commercial scenarios understandable

A fictional Meridian supplier proposes a revised delivery arrangement after a material price increase. The programme team needs to understand the consequences without confusing an analytical scenario with a contractual entitlement. Work with authorised commercial colleagues to establish the facts, the relevant commitments and the options available. Separate known exposure from an estimate and identify where specialist interpretation is required. Connect the commercial position with schedule, scope and operational consequences. A lower immediate cost may create a later delivery problem; a more expensive option may protect a benefit that matters more to the organisation.

Prepare a small set of comparable scenarios using a consistent reporting basis. State the assumptions, the effect on the forecast and the decisions needed to make each option achievable. Examine sensitivity to factors such as delivery timing, quantities or the availability of alternative capacity.

Avoid presenting a single calculated outcome with more precision than the evidence supports. Record who has validated the commercial assumptions and who holds approval authority. The Strategic pathway develops the ability to bring these perspectives together in a usable recommendation, while recognising the boundaries between controls analysis, negotiation, legal interpretation and the executive decision to commit organisational resources.

- Separate confirmed commercial facts from scenario assumptions.
- Explain a cost option whose schedule consequence changes its appeal.

YOUR PROGRAMME

Write the board paper around the decision

Meridian's fictional programme board receives a dashboard showing several deteriorating indicators. The information is accurate, but it does not tell members what they need to decide. Begin the paper with the decision required and the time within which it remains useful. Explain the situation briefly, connect it to the programme purpose and identify the choices available. Use consistent criteria to compare them. Include the effect of doing nothing or delaying the decision. A board paper should enable informed challenge; it should not require members to reconstruct the argument from a large collection of disconnected charts.

Present a recommendation with its rationale, conditions and remaining uncertainty. Distinguish facts, estimates and professional judgement so that each can be examined

appropriately. Identify the accountable owner and the practical next steps following approval. Keep detailed analysis available in supporting material, with a clear route back to the underlying evidence. Anticipate the strongest reasonable objection and address it fairly. Your learning account can then examine how the discussion developed, whether the evidence changed the decision and what you learnt about communicating at this level. Strategic influence depends on clarity, credibility and an understanding of the people who hold responsibility for the choice.

- Open a board paper with a specific decision and deadline.
- Write the strongest reasonable objection to your preferred option.

YOUR PROGRAMME

Leave a stronger control capability behind

The fictional Meridian programme reaches a transition point: delivery responsibility is moving into operations and some project specialists are leaving. Strategic control includes planning for what must remain dependable after those changes. Identify the information, processes and skills that the receiving organisation needs. Agree ownership of benefits monitoring, residual risks, forecast obligations and unresolved decisions. Check whether records can be interpreted without relying on the memory of one experienced individual. A handover should transfer usable capability, with clear responsibilities and access, rather than merely moving a large folder into a different location.

Review what the programme has taught the organisation about its own decision making. Select improvements that can be sustained, such as clearer progress rules, better interface planning or an earlier capacity review. Assign ownership and define how their usefulness will be evaluated. Across the Operational, Chartered and Strategic pathways, the common professional ambition is dependable judgement supported by evidence. The emphasis changes from technical control, through organisational capability, to investment choices, but each depends on understanding the work and explaining uncertainty honestly. Your development plan should identify the next responsibility you are ready to undertake and the further experience needed to exercise it well.

- Test whether a successor can interpret one important control record.
- Turn a programme lesson into an owned improvement with a review date.

REFERENCE LIBRARY

Sources and further reading

P1 Skills England: Project controls professional ST0845 v1.1

Current occupational standard; code, version, level, duration, funding and knowledge index. Checked 13 September 2026.

skillsengland.education.gov.uk/apprenticeships/st0845-v1-1

P2 Skills England occupational map: Project controls professional

Compact skills and behaviours index; full official definitions govern.

occupational-maps.skillsengland.education.gov.uk/maps/occupation/OCC0845

P3 KBC Project Controls Professional orientation presentation

KBC programme orientation materials; pathway structure and delivery information.

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

P4 Certified PMO Professional Level 6 Programme Catalogue

KBC programme catalogue, June 2026; four modules and applied assessment.

P5 KBC AI in Project Controls Certificate Catalogue

KBC programme catalogue, June 2026; fourteen-session curriculum, practical outputs and assessment.

P6 APMG: Project Planning and Control

Professional scheme, supporting APM guidance and qualification levels.

apmg-international.com/product/ppc

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

P7 PMI: Scheduling Professional

Separate scheduling credential and application requirements.

www.pmi.org/certifications/scheduling-sp

P8 APMG: Earned Value Management

Scope, Foundation and Practitioner scheme.

apmg-international.com/product/earned-value

P9 PMI: PMP Examination Content Outline 2026

July 2026 examination domains and application framework.

www.pmi.org/-/media/pmi/documents/public/pdf/certifications/new-pmp-examination-content-outline-2026.pdf?rev=af7ae1c6006f43009fee4f613a350f9b

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

P10 PMI: New PMP examination

Current exam changes and preparation alignment.

www.pmi.org/certifications/project-management-pmp/new-exam

P11 PeopleCert: PRINCE2 Programme Management framework

Current framework naming and MSP fifth-edition certification options.

www.peoplecert.org/Frameworks-Professionals/MSP-Framework

P12 APMG: Managing Portfolios certification

Managing Portfolios Professional; not interchangeable with other portfolio schemes.

apmg-international.com/product/managing-portfolios-certification

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

P13 PMI: PMO Certified Professional

PMI-PMOCP credential, distinct from KBC PMO Level 6.

www.pmi.org/certifications/pmo-certified-professional-pmi-pmocp

P14 APM: Project Risk Management Single Subject Certificate

Risk professional-assessment option.

www.apm.org.uk/qualifications-and-training/risk-certificate/

P15 APM recognised assessment register

Confirms KBC Certified PMO Professional Level 6 under Pathway 2 technical knowledge.

www.apm.org.uk/chartered-standard/recognised-assessment/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

P16 ST0845 v1.1 end-point assessment plan

Assessment methods, timings, report, portfolio and grades. Historic funding/English-maths wording must be read with current rules.

skillsengland.education.gov.uk/media/rkfnayk3/st0845-project-controls-professional-level-6-ap-for-publication-19112025.pdf

P17 APM: Pathway 2 to Chartered Project Professional

Separate professional-practice application and interview requirements.

www.apm.org.uk/chartered-standard/pathway-2/

C1 KBC learner charter and learning journey

KBC public charter, consulted in September 2026.

kentbusinesscollege.com/learners/apprentice-charter/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

C2 KBC employer and line manager charter

Shared commitments and programme guide downloads.

kentbusinesscollege.com/employers/employer-charter/

C3 Kent Business College vision mission and values

Institutional identity, mission, vision and horse and ibis symbolism.

kentbusinesscollege.com/who-we-are/

C4 Government apprenticeship funding policy

Updated 29 July 2026; new starts from 1 August 2026.

www.gov.uk/government/publications/apprenticeship-funding/apprenticeship-funding

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

C5 Funding rules for apprenticeships

Current start-date rules; responsibility moved to DWP on 1 April 2026.

www.gov.uk/government/collections/funding-rules-for-apprenticeships

C6 KBC programme enrolment

Programme selection and next steps; online reading is not contractual acceptance.

kentbusinesscollege.com/enrol/

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

REFERENCE LIBRARY

Sources and further reading continued

C7 Kent Business College programme and funding information

KBC programme information, including the seven-module Level 7 offer, tuition fees and discretionary scholarship terms.

C8 English and maths requirements in apprenticeships

Government guidance reviewed for this edition; age at training start, equivalent qualifications and employer agreement.

www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above/english-and-maths-requirements-in-apprenticeships-guidance

Sources consulted September 2026. Apply published standards and funding rules to the learner's start date. The written offer confirms delivery, fees, support and the professional awards included.

LEARNER EXPERIENCES

Learner voices

Learners describe their experience of teaching, support and professional development. Each quotation identifies the programme they were studying when they shared their feedback.

"The apprenticeship is providing me with tools to do my role more efficiently, I have started to implement processes such as the Scope Management Plan and the detail in this contributes to the business case, it has provided me with more understanding and to probe into more detail of the project I have been given. I am looking forward to learning more about project controls so I can continue to improve my work by planning more effectively which will support and improve my delivery."

Trish Gourley

Project Controls Professional Level 6 · April 2026

"I can now approach workforce challenges with a more analytical and strategic mindset, using data and structured methods rather than instinct alone."

Gill Stoney

Project Controls Professional Level 6

LEARNING THROUGH WORK

Employers in this programme

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

Morgan Sindall Construction & Infrastructure

Construction & infrastructure

Bilfinger UK

Construction & infrastructure

Lindner Prater

Construction & infrastructure

Turner & Townsend

Construction & infrastructure

Collins Aerospace

Engineering & manufacturing

Rubix Industrial Services (formerly ERIKS)

Engineering & manufacturing

LEARNING THROUGH WORK

Employers in this programme continued

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

Navantia UK
Engineering & manufacturing

RSE (Ross-Shire Engineering)
Engineering & manufacturing

SGN
Energy & utilities

Sizewell C
Energy & utilities

Sunamp
Energy & utilities

EET Fuels
Energy & utilities

LEARNING THROUGH WORK

Employers in this programme continued

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

DHU Healthcare
Healthcare & care

Lloyds Clinical
Healthcare & care

St John Ambulance
Healthcare & care

University of Bristol
Education & learning

University of Hull
Education & learning

Solid Solutions — TriMech Group
Technology & communications

LEARNING THROUGH WORK

Employers in this programme continued

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

Bristol Airport
Transport & logistics

Folkestone & Hythe District Council
Public services & local government

North Yorkshire Council
Public services & local government

Council of the Isles of Scilly
Public services & local government

Trafford Council
Public services & local government

Roadchef
Hospitality & leisure

LEARNING THROUGH WORK

Employers in this programme continued

These employers have approved the use of their logos and are linked to this programme in the college's records. They help connect learning with the decisions and relationships of working life.

FRP

Employer partner

COLLEGE OF PROJECT MANAGEMENT

Your next step

Bring your experience, ambitions and questions into a conversation with Kent Business College. We will help you consider how this programme fits your role and the professional contribution you want to make.

Read the programme, assessment and funding sections together. Your personal learning plan and written offer confirm the route, support and commitments agreed for you.

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