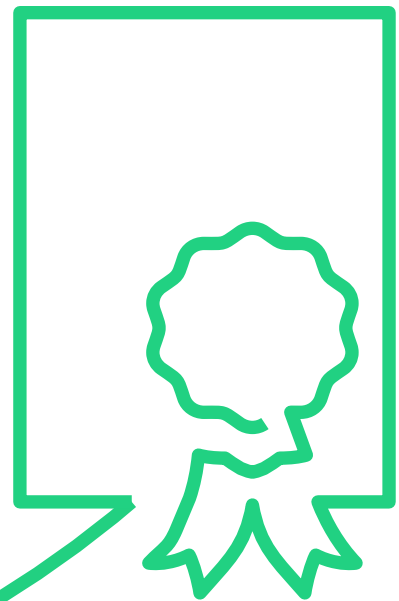


Training Provider Accreditation Annual Submission



Guidance for completing your
accreditation application

Contents

Introduction	3
APM Qualifications	3
Maintaining your APM Accredited Provider status	3
Application process	4
Annual submission stages	4
Guidance on completing the submission form	5
Part 1 – General information	5
Part 2 – Meeting the standard	6
Standard 1 Organisation status and structure	6
Standard 2 Legislation	7
Standard 3 Organisation operations	8
Standard 4 Planning and course delivery	9
Standard 5 Staffing and professional development	10
Standard 6 Learner experience	11
Part 3	12

Version number	Reason for revision	Author	Date
1	Document creation	Jan Lonnen	June 2023
2	Document updates	Jan Lonnen	January 2024
3	Document updates	Jan Lonnen	October 2024

Introduction

These guidance notes are designed to help you in your annual submission by explaining the rationale behind each question in the annual submission form. We've also supplied indicative evidence to offer further understanding of the requirements. The information and supporting evidence supplied will allow us to assess your submission.

Please refer to the online 'your accreditation' pack to view the terms and conditions. Your submission should contain everything you consider appropriate to demonstrate how your organisation continues to meet the APM Accredited Training Provider Standard.

APM Qualifications

We accredit training providers to deliver the following:

- Training and development leading to the award of APM Project Fundamentals Qualification
- Training and development leading to the award of APM Project Management Qualification
- Training and development leading to the award of APM Project Professional Qualification
- Training and development leading to the award of APM Risk Management Certificates 1 and 2

We believe professionals seeking training support for their project management qualifications will choose APM Accredited Providers. These companies have been assessed against the APM Accredited Training Provider Standard and are authorised to deliver APM project management qualification exams.

Our accreditation is designed to ensure that providers can support learners with good quality preparation by assessing:

- Organisation status and structure
- Legislation
- Organisation operations
- Planning and course delivery
- Staffing and professional development
- Learner experience

There are many ways to meet the needs and expectations of both the learners and clients. Our accreditation has the flexibility to assess across all variations.

Maintaining your APM Accredited Provider status

This documentation has been created to enable the training provider to easily showcase their ability to continue to meet with the APM Accredited Training Provider Standard.

It's a 5-stage process, which starts with the training provider being supplied with a recent performance management report to provide understanding of their current performance against the Standard. The training provider will complete the relevant submission paperwork and submit this to APM by their renewal date. Once we are in receipt of the submission and payment, the training provider will be contacted by an APM Accreditation Assessor to secure a meeting to discuss the submission in further detail.

You can expect stages 3-4 to be completed within 6-8 weeks.

Once your reapproval has been confirmed, you'll receive a certificate showing your accreditation status for each of the APM qualifications you are approved to deliver. Should you have excelled in the performance metrics (Performance Management Policy Annex A) at qualification level and been awarded a higher status, you will also be presented with a new digital badge to reflect your new accreditation status.

Your accreditation is valid for a further year and during this time you will be supported by the Professional Standards team to demonstrate your continual success in maintaining the APM Accredited Training Provider Standard.

Application process

As part of your journey to maintain your accreditation status with APM, you are agreeing to abide by the terms and conditions and relevant APM policies. These are included within your accreditation pack.

- Terms and conditions
- Service level requirements
- Reasonable Adjustment and Access Arrangements Policy
- Malpractice policy
- Course finder guidance

You may find it useful to refer to the guidance presented within Annex A and B of this document.

Annual submission stages

Stage 1 – APM Performance Management Report

APM will have supplied you with a performance management report 6 months into your accreditation. This enables you to understand how you are performing against the Accredited Training Provider Standard.

At month 9 of your accreditation, you will be supplied with a further report to provide you with indicative data ahead of your annual submission.

Stage 2 – Completing your submission

In completing your submission, you should answer the questions as fully as possible and submit all supporting documentation. Your submission should be received by APM ahead of your annual renewal date.

Stage 3 – The assessment

Your completed application will be reviewed by an accreditation assessor. They will have been supplied with your 9 month indicative report for context. They will arrange a virtual meeting with you to discuss your application in detail and may ask for additional information.

Stage 4 – Assessment decision

Once the assessor has reviewed your completed submission, they'll make a recommendation to APM that your submission is either 'accepted for accreditation', 'recommended for deferral', or 'does not meet the standard'. You'll receive a copy of the assessor's report.

If the assessor considers your submission to be recommended for deferral, you'll receive specific guidance on what would strengthen your submission further and up to 3 weeks in which to carry out the actions. If this deadline is exceeded, then a full re-submission will be required and will be treated in all respects as a new submission.

If the assessor considers your submission does not meet the standard, your application will be reviewed by the Quality Reviewer. If the Quality Reviewer agrees with the assessment decision, you'll be provided with guidance on areas that require development to meet the accreditation standard. There will be a 2-week window in which to respond and seek further information from APM.

If your submission is unsuccessful, you may submit a new application (document APM-A-AA-7) which will be treated in all respects as a new submission.

Stage 5 – Annual meeting with APM

You will be offered an annual performance meeting with the Professional Standards Accreditation Manager where they will discuss the results of your submission along with your finalised 12 month report.

Guidance on completing the submission form

The submission form is made up of a series of questions directly linked to the APM Accredited Training Provider Standard. You'll be asked to submit specific documentation to support your application. You'll be guided on how to title these documents for ease of assessment. We appreciate this naming convention being followed.

Every question posed requires a response. The responses can be to the point and do not require lengthy answers. The use of examples is encouraged and where you've detailed a particular policy or procedure in another section of the application form, this can be referenced within a different question to enable a more holistic approach to completing the application form.

Part 1 – General information

This section is intended to help us understand any changes to your organisation and which APM qualifications you wish to continue to be accredited to offer.

Please tick the relevant box for the qualification(s) you wish to continue to offer.

Organisation details

Please provide the name and contact details of the organisation applying for accreditation. This will be the organisation name in which the accreditation is to be held. It should be a legal entity. If you use a trading name, the full name of the legal entity plus the trading name should be noted. If your organisation is a subsidiary of a larger organisation and this has an impact on your delivery, please supply details of the Parent organisation in part 3 additional information section.

Contact details (Main contact for the accreditation)

This person should have the knowledge and sufficient responsibility to answer any questions related to your application.

Finance contact

This person should be the main contact for invoice payment.

Administration contact

This is the person/s that will carry out the duties of registering the learner on the APM online examination system, submit reasonable adjustment requests, and update the course finder details. If you have more than one individual who would do this, please confirm all names and relevant details using a comma to separate their details.

Part 2 – Meeting the standard

This section is intended to help us to understand how your organisation continues to meet the APM Accredited Training Provider Standard.

Definitions taken from the APM Training Provider Accreditation Standard

Organisation – training provider

Employee – organisation staff and associates

Associates – individuals conducting training (inclusive of employed and self-employed)

Learner – individual undertaking a qualification

Standard 1 Organisation status and structure

Evidence to be submitted. (Please use the numbers in brackets to title your documents).

Evidence of financial viability (1.2)

Please provide evidence to demonstrate your current financial viability. This could be in the form of your self-assessment report, end-of-year financial report or equivalent confirming 'going concern' status, your audited accounts or auditors' report.

Professional indemnity insurance certificate (1.3)

Please supply a copy of your current professional indemnity insurance certificate and policy cover.

1a What changes, if any, have been made to the organisational approach to identifying and managing conflicts of interest, whether potential or realised, in the last 12 months.

This will help us to understand any changes made to your ethical approach in identifying and managing conflict. This could be detailing your conflict of interest policy and supporting procedures and/or how a conflict register is managed and maintained.

1b What changes, if any, have occurred surrounding the organisation's overall strategy and the ongoing delivery of the APM qualification(s) in the last 12 months?

This will help us to understand your continued strategic approach adopted by your organisation to deliver on the proposed qualification(s). This could be evidenced through a letter from your CEO or equivalent, demonstrating the rationale for continued accreditation and the link between the accreditation and the organisation's strategic goals. This could also be evidenced through your business plan to illustrate organisation strategy and qualification targets.

1c Has the organisation gained any external accreditations in the last 12 months?

If your organisation has been accredited by other bodies to deliver courses or qualifications in the last 12 months, please provide the details. This helps us to understand the wider accreditations that the organisation may hold, to provide context to your submission.

1d Has the organisation had an external accreditation revoked in the last 12 months? If yes, please provide the pertinent details.

This helps us to understand the recent history of your organisation with regards to accreditations, to provide context to your submission.

1e Has the organisation gained any external certifications in the last 12 months? (e.g. ISO 9001)

Please indicate any awards or affiliations you have attained in the last 12 months or are applying for. This helps us to understand the wider certifications that the organisation may hold to provide context to your application.

1f Please confirm any changes to the governance and decision-making structure that has occurred in the last 12 months.

Your organisation must have a demonstrable governance structure in place. The governance and decision-making structure must be defined and documented, including the role and extent of authority of any owners, trustees or governing body of the organisation where applicable. This could be in the form of governance terms of reference, details of Directors, Board members or Trustees and/or records of governance meetings. Please detail any changes that have been made in this area in the last 12 months.

Standard 2 Legislation

Evidence to be submitted. **(Please use the numbers in brackets to title your documents).**

Evidence of employee training on equality and diversity (2.1)

Please submit appropriate evidence on how employees have been kept up to date on equality and diversity and your associated policies. This could be evidenced by a certificate of attendance to a training session.

Evidence of adherence to health and safety (2.4)

Please submit appropriate evidence to demonstrate your health and safety obligations are effective and meet current legislation. This could be in the form of your health and safety policies and procedures including your reporting mechanisms.

2a Please advise us of any changes in the last 12 months to your Equal opportunities and Disability policy for employees and learners.

Please detail any changes made to your equal opportunity and diversity policies for both employees and learners. Include information on how these changes have been cascaded? This could be in the form of your updated policies containing a change log.

2b Over the last 12 months, has the organisation changed its approach to adapting delivery plans to ensure an equitable learning experience for all learners?

Please confirm any changes made to how adjustments are identified with the learner and how any required adjustments are fed into the delivery plans to ensure an equitable learning experience. This will help us to see how the delivery of the qualification(s) are based on principles of equality and diversity. You can present examples of when this has occurred in the past or the procedures to be followed for future occurrences.

Please confirm if there has been any significant changes to your business in the last 12 months which impacts on your responses provided in your DPA questionnaire?

Please detail any changes made that may impact on your DPA questionnaire responses. APM may require you to complete a new DPA questionnaire.

Standard 3 Organisation operations

Evidence to be submitted. **(Please use the numbers in brackets to title your documents).**

Evidence of learner to associate ratios being maintained during the past 12 months (3.5)

Please submit evidence of monitoring and/or applying your agreed learner to associate ratios. This could be in the form of an attendance register.

Evidence of current facilities contracts and/or licences relevant to the delivery of the APM qualification(s) (3.8)

This directly relates to the use of any services used to deliver the APM qualification/s. Currency of contracts and licences will help us to determine whether an appropriate standard is being maintained. This could be, but not limited to, venue contracts, course materials or IT

software contracts.

3a Please advise us of any policy updates that have been made in the last 12 months or policies that have since been introduced, demonstrating their link with organisational procedures to deliver the APM qualification(s).

Considering the policies shared in your previous application, please confirm and submit any policies that have been updated or introduced in the last 12 months. Please confirm their relevance to the delivery of APM qualification(s) and how these are kept under regular review.

3b Please confirm your predicted learner volumes per qualification you wish to continue to offer. Share your organisational plan to achieve those volumes and your capacity planning for delivery.

This helps us to establish the sufficiency of organisational capacity to achieve predicted learner volumes and ensure capacity planning has taken place to meet the forecasted numbers. Please be specific as to the roles, responsibilities and accountabilities for employees involved. This could be demonstrated through the business planning process or financial planning to meet with the forecasted numbers, along with an organisational chart highlighting those involved in the proposed qualification(s).

3c Please advise us of any changes made in the last 12 months to the organisation's learner : associate ratio or how these are maintained.

This helps us to understand the continued suitability of the ratios for delivery of the qualification(s). Please include details of any changes in the last 12 months on how cohort numbers are monitored, and actions taken should ratios be exceeded, in your response.

3d Please advise us of any changes made to the IT infrastructure to support predicted learner volumes?

Please detail any changes in the last 12 months as to what IT functions exist for the delivery of the proposed qualification(s). This could include your CRM, learner portals, networks used etc. Confirm any limits to licences held and what procedures are in place to monitor these limits to ensure predicted learner volumes are fully supported. This helps us to establish sufficiency of your IT infrastructure.

3e What changes, if any, have been made to the organisational approach to identifying risks and contingency planning in relation to:

Staffing, IT failure, Venue cancellation (if applicable)

This will help us to understand your continued approach to risk awareness and contingency planning across the range of situations that may occur. This could be evidenced by a risk log, the IT back-up system with details surrounding how the contingency planning has been tested.

3f What actions have taken place in the last 12 months to ensure the equipment and facilities used to deliver APM qualification(s) are fit for purpose, available to all learners and offer a quality learning experience?

This will help us to understand what equipment and facilities you use when working with APM qualification(s) learners, how they remain fit for purpose and offered in an equitable way.

Standard 4 Planning and course delivery

For each qualification you wish to continue to deliver, please provide the following information, noting any differences between qualifications.

Evidence to be submitted. **(Please use the numbers in brackets to title your documents).**

A delivery plan provides an overview of the objectives for the training course, the how and when each stage of training will be undertaken, confirming the resources to be used. See Annex B for further guidance. It is not a requirement to use this exact format.

Please ensure your attached delivery plans for each qualification clearly demonstrate:

- Full coverage of the learning objectives and learning outcomes
- Notional learning hours to meet with the qualification(s) specification
- Assessment practice and examination preparation
- Names of associates the organisation has trained to deliver on the relevant parts of the delivery plan

Please ensure you have attached your latest course material for each qualification which clearly demonstrates:

Your course content is up to date following an annual review with links to relevant support material present.

Evidence of associate observations and connected improvement plans within the last 12 months (4.8)

This could be in the form of observational reports by the individual responsible for quality assurance and linked to an improvement plan for the observed associate/s.

Evidence of learner feedback gathered in the last 12 months (4.9)

Please provide evidence of learner feedback that has been gathered in the last 12 months for the APM qualification(s). This helps us to establish how you monitor and review your delivery and teaching to ensure a consistent approach is adopted for continual improvement.

Evidence of documenting and reviewing implemented actions from feedback (4.10)

Please provide evidence where changes have been implemented following learner feedback. This evidence is to include the review of the impact of these changes. This helps us to establish how you monitor and review your delivery and teaching to ensure a consistent approach is adopted for continual improvement. It's important for us to see the full cycle of how feedback is gathered, analysed and actions taken are reviewed for effectiveness. This could be in the form of a course evaluation action plan or minutes of meetings where changes have been discussed.

4a Please advise us of any changes made in the last 12 months on how learning materials are made available to learners and at what point?

Please include any changes connected to providing all course materials and supporting documentation along with what adjustments may be made for those requiring reasonable adjustments. This is to help us to determine the accessibility of your materials.

4b Please advise us of any changes made in the last 12 months on what directed development takes place?

As part of the notional learning hours required (see annex A), directed development is specified as development that is not under the immediate guidance or supervision of a member of the accredited provider but will help the learner to prepare for the examination – this could include 'on the job' development. Please confirm any changes to the directed development that is part of the qualification(s) programme to fulfil the notional learning hours requirement. This will help us to assess the coverage of this requirement within the notional learning hours.

4c What changes, if any, have been made to ensure you involve all learners towards the APM qualification(s)?

Please include details of any changes made to your organisational approach to ensure learners are fully involved in the learning experience. This is especially important during your live interactions with your learners. Include information such as how you have tested these strategies to know that they are effective.

4d What observations about the course delivery have been made over the last 12 months? What changes have been implemented as a result of these observations?

This is to help us to understand how your organisation adopts a continual improvement approach to your course content, maintaining trends and responding to learner feedback to ensure an excellent learner experience. Please include changes that have been implemented as a result of the observations that have been made. This could be evidenced by describing an example that has occurred within the last 12 months.

4e What changes, if any, have been made in the last 12 months to the organisational approach to quality assurance practices for the APM qualification(s) delivery, confirming who has overall responsibility for quality assurance in the organisation?

Please highlight any changes that have occurred in the last 12 months regarding your quality assurance practices for the APM qualification(s). Please confirm who has overall responsibility for the maintenance of quality assurance within the organisation. Please also confirm if each qualification(s) proposed has a different assigned individual for the purpose of maintaining quality assurance. When detailing your quality assurance practices, be clear on how continual improvement is embedded, to support associates. This may be evidenced in the form of a quality assurance policy.

Standard 5 Staffing and professional development

Evidence to be submitted. (Please use the numbers in brackets to title your documents).

Evidence of CPD for all associates delivering on the APM qualification(s) (5.6)

Please provide CPD evidence for all associates delivering on the qualification(s), focusing on currency of subject knowledge and training delivery. This could be evidenced through CPD logs.

5a Please advise us of any changes that have been made to the organisation's recruitment, retention and development policies for associates in the last 12 months.

Please confirm any changes made in the last 12 months to your recruitment, retention and development policies. It's essential that associates delivering on the APM qualification(s) have the appropriate level of understanding including pedagogical and communication skills. This could be evidenced through your updated recruitment or development policies.

5b Please advise us of any changes made in the last 12 months to ensure your employees have a realistic workload and have appropriate support and supervision?

This helps us to understand how experienced associates are supported and observed to encourage continual improvement. Please advise any changes in the last 12 months to your organisational approach to this. This could be evidenced through an annual capacity analysis, minutes of meetings or observational reports. This could also feature within the risk log.

5c Over the last 12 months how has the organisation ensured stability and consistency of tuition in relation to employee turnover?

Detailing the approach adopted by the organisation to show how those delivering training are actively encouraged to develop professionally, helps us to understand how continual improvement is being applied. This applies to those who are employed and self-employed. This could be a detailed response on the actions taken by the organisation to ensure stability of tuition offered.

Standard 6 Learner experience

6a Please advise us of any changes made in the last 12 months to how the organisation assesses learner suitability against subject and qualification level.

Please detail any changes made in the last 12 months to the organisational approach to assessing learner suitability against the subject and qualification level. This will help us to understand the process gone through to ensure the learner is being placed on the correct APM qualification and level prior to enrolment, encouraging a fulfilling experience and successful outcome for the learner.

6b Please advise us of any changes made in the last 12 months in relation to the learner initial assessments and how this information is fed into the individual learning plan.

Please detail any changes made in the last 12 months to your initial assessment process and how this relates to the individual learning plan. This will help us to understand the journey for the learner and how their experience becomes personalised. This could be evidenced through a detailed response of the changes implemented.

6c Please advise us of any changes made in the last 12 months to the induction programme and the associated learning materials.

Please detail any changes made in the last 12 months to your induction programme and associated learning material. This is to help us understand how you review and evolve the learner experience at point of induction onto their training programme. This could be evidenced by highlighting the changes on an induction plan or through a detailed description within your response.

6d Please advise us of any changes made in the last 12 months towards the process to identify learner reasonable adjustments and to apply relevant adjustments to their learning and exam experience.

Please detail any changes made in the last 12 months to the way in which you identify required reasonable adjustments towards the individual's learning and exam experience. This is to help us understand how you review and evolve identification of individual learner needs and how adjustments are applied, where required, for their learning journey. In addition to this, please detail any changes made to the way you notify APM of any adjustment requests for the examination. Please include who has responsibility for this process and how they have been suitably trained on the APM Reasonable Adjustment and Access Arrangements Policy. This could be evidenced by describing an example that has occurred with the use of your organisation's reasonable adjustment policy.

6e Please advise us of any changes made in the last 12 months to your organisation's safeguarding measures for learners?

Please detail any changes made in the last 12 months to your safeguarding approach. This will help us to understand the methods used to ensure learners are being protected whilst studying with your organisation. This is to cover all methods of delivery used by your organisation and support outside of the immediate learning environment, for example, online learning communities. This could be evidenced through an updated safeguarding policy and how this is made known to learners.

6f Please advise us of any changes made in the last 12 months regarding how you inform learners of further APM qualifications and/or membership opportunities?

This will help us to understand how you share the APM qualification pathway and membership opportunities. This could be evidenced through slides that form part of the training programme or email communications.

Part 3

Additional documentation being submitted not already stated within the application form.

Please list any additional documentation being submitted not already stated within the application form.

List any additional documentation you are submitting along with the title of those documents.

Please supply any additional information you feel may be relevant to the application.

Please provide any additional information you believe is relevant to your application for accreditation and would assist the assessor during their desk review.

Annex A

Notional learning hours reflect the time taken for an average learner to meet the learning objectives and learning outcomes defined. These are defined by the Scottish Credit and Qualifications Framework.

Guided learning is learning that is under the immediate guidance or supervision of a member of the accredited provider.

Directed development is development that is not under the immediate guidance or supervision of a member of the accredited provider but will help the learner to prepare for the examination, this could include 'on the job' development.

APM Project Fundamentals Qualification (SCQF level 6) and Risk Management Certificate 1

25 notional learning hours

- 15 hours of guided learning
- 9 hours of directed development
- 1 hour dedicated assessment

APM Project Management Qualification (SCQF level 7) and Risk Management Certificate 2

75 notional learning hours

- 32 hours of guided learning
- 40 hours of directed development
- 3 hours of dedicated assessment (inclusive of 30 minute optional break)

APM Project Professional Qualification (SCQF level 9)

70 notional learning hours

- 40 hours of guided learning
- 28 hours of directed development
- 2 hours 35 minutes of dedicated assessment

APM Project Management Qualification for registered PRINCE2® Practitioners

You undertake to assure APM that a candidate's eligibility to access this prior learning route to the APM Project Management Qualification will be checked by your organisation prior to entering candidates for the examination, and that you will keep auditable records for a period of 6 months after the date of the examination. Candidates applying for the examination APM Project Management Qualification recognising the prior learning of the PRINCE2® Practitioner qualification will need to provide documentary evidence of their eligibility to access this prior learning route, i.e. on the day they are due to take the examination, they need to show they hold the PRINCE2® Practitioner qualification. APM reserves the right to carry out spot checks on the eligibility of any candidate entered for the APM Project Management Qualification with prior learning. Any candidate who has been entered for this examination when not eligible will have their certification withdrawn, and the Accredited Provider will have its APM accreditation suspended, pending review.

You will also need to show that your course adequately provides a bridge between the prior learning of PRINCE2® and the broader requirements of the APM Project Management Qualification. For example, how you will address the differences in terminology. Do you provide an overview of the APM Project Management Qualification and how PRINCE2® fits within it (either in pre-coursework materials or as part of the course itself)?

Annex B

Delivery plans

A delivery plan provides an overview of the objectives for the training course, and the how and when each stage of training will be undertaken, confirming the resources to be used.

The plan details the training design, resources, development, and delivery of the course, along with any assessment required and evaluation procedures.

The plan will include timescales for delivery of the training and demonstrate sufficiency to cover the qualification syllabus in question, which may include individual training lesson plans.

The headings that follow are examples that could be used when developing your delivery plans.

Purpose and scope – overview of what the delivery plan aims to deliver.

Course objectives – The primary objective of the overall course.

Audience – Who will be attending the course.

Training methods – How the training is delivered, e.g., face to face, and the rationale for this approach. How the approach considers or adapts to ensure an equitable learning experience for all learners. If multiple training methods are used, how are activities to engage learners adapted.

Roles and responsibilities – Describe the roles and responsibilities of all those involved in the delivery of the course. This includes the enrolment and induction of the learner, administration requirements, delivery of the training content and the evaluation stages.

Training design and delivery – This includes the mapping to the qualification syllabus to demonstrate how all the learning objectives and learning outcomes will be covered. Specifically what materials will be used and when. Who is trained and approved to deliver for each training session. What pre-work, homework may be required, the running order of the training programme and the duration of sessions to confirm suitable coverage of the notional learning hours. The strategies to be adopted to involve all learners.

Course materials – What course material will be used; how and when will this be presented to the learner. Adjustments that may be required for learners with different learning styles. Emphasis on APM resources that are being used to support the learner towards their exam preparation, where and when examination practice takes place and the formative feedback that is offered and by whom.

Training administration – This includes how learners are notified of their course training dates, how learner: associate ratios are maintained, how logging of attendance, directed development takes place and how reasonable adjustments are recorded and requests submitted to APM.

Timescales – Overall course delivery, as well as individual training session durations. Sufficiency of exam preparation and when the learner is booked onto their exam.

Evaluation – how you plan to gather feedback and evaluate the effectiveness of the course delivery in meeting its objectives.

Quality Assurance – How associates are monitored in delivering training, how associates' CPD is checked for currency, how to avoid conflict of interest in training and assessments. Lessons learned log.



**We are the only chartered membership
organisation for the project profession**