

Learning & Development Practitioner

Level 3 Apprenticeship Standard

End-point Assessment Plan

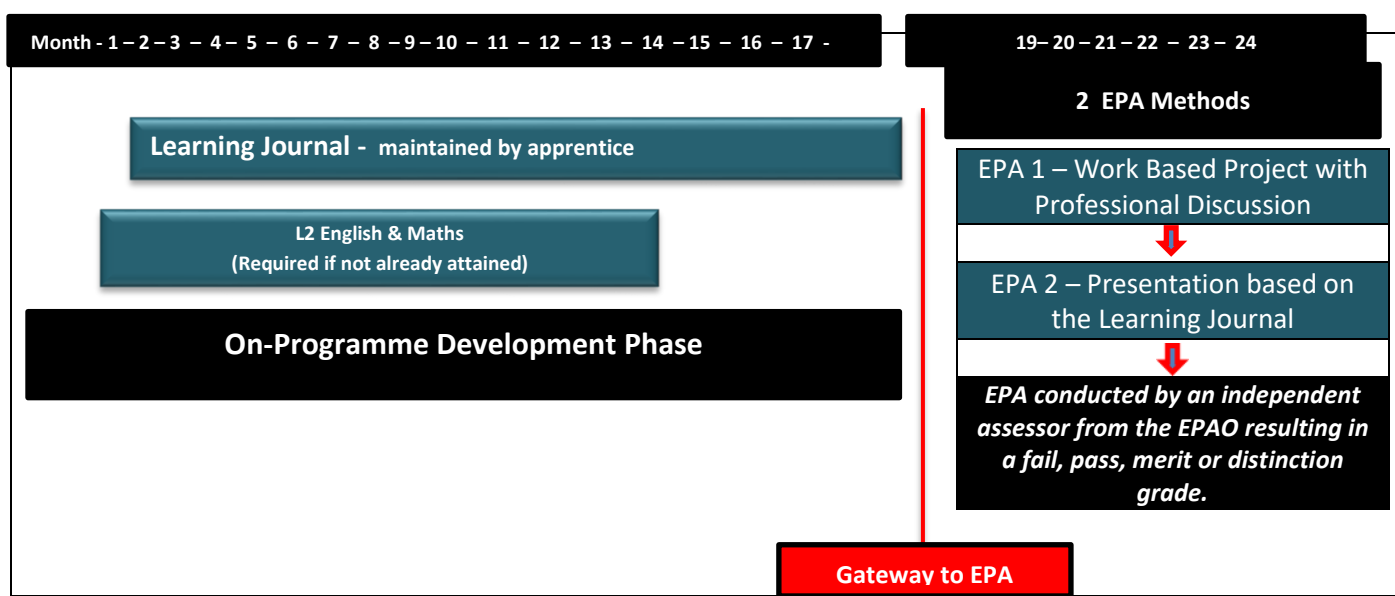
Introduction and Overview

The L&D Practitioner apprenticeship is designed to develop the professional standard required of people working as L&D Practitioners in organisations across the private, public and third sectors.

The standard and end-point assessment plan have been developed by the L&D/HR Trailblazer Group (L&DHRTEG) which received backing from the Chartered Institute of Personnel and Development (CIPD) - the sector's Professional Body with additional support coming from key industry partners.

Apprentices will complete a development programme, designed to prepare them for the apprenticeship's end-point assessment (EPA). This on-programme development phase will typically take 18 months to complete. Following employer sign-off of their Learning Journal - confirming the demonstration of competence against the skills, knowledge and behaviours across the standard, the apprentice will submit their journal to an End Point Assessment Organisation (EPAO) and prepare to undertake two separate assessments that, taken together, will synoptically test knowledge, practical skills and industry behaviours in an integrated way at the end of the apprenticeship.

• The Assessment Journey – Typical Timelines and Outcomes



• On-programme Phase and Gateway to EPA

3.1 Recommended On-Programme Development phase

During the early weeks on programme, the apprentice, employer and (if applicable) appointed training provider will agree a schedule for start and completion of the agreed development to be undertaken as part of the apprenticeship. There are no qualifications mandated to complete the apprenticeship, although employers may wish to select suitable ones to support delivery. However the key is to ensure the development phase provides the support to deliver on all the skills, knowledge and behaviours required.

3.2 Gateway requirements to be met prior to moving into End Point Assessment

The decision as to when the apprentice is ready to move on to the end point assessment will be made by the employer (with advice from the training provider if requested by the employer). This will be when the gateway conditions below are met, and based on their monitoring of the apprentice's

progress and their Learning Journal that they are satisfied of the apprentice's competence across all the Knowledge, Skills and Behaviours of the standard.

- Apprentices without level 2 English and Mathematics will need to pass the tests for level 2, prior to taking the end-point assessment.
- Completion of the Learning Journal (ready for submission to the EPAO)

3.3 Requirements for the Learning Journal

On commencement, apprentices are required to start developing their Learning Journal. This activity will continue for the whole duration of the apprenticeship – up to the EPA gateway. The apprentice is encouraged to be creative in the methods used to create and record in their journal. This may include use of digital and learning technologies, such as blogs, video diaries, and social media, or the more traditional paper based methods.

The journal is a **compulsory** component of the apprenticeship that feeds directly into the end-point assessment Learning Journal Presentation (section 4.3).

Rather than specifying exact timings for regularity of journal entries, they should instead be made at any time 'learning events' or 'activities' take place. For example:

- Attending a meeting
- Designing learning
- Delivering/attending training
- Observing colleagues
- Providing coaching sessions.

This list is *not* exhaustive.

The aim is that the apprentice will reflect on activities where key learning has taken place, and should always be aligned to the required Skills, Knowledge and Behaviours mapped to the Presentation/Q&A in Annex A. It is anticipated that these entries should happen at least every 4 weeks to ensure an on-going appraisal of their learning journey. This will also support the apprentice getting into the habit of continuous professional development. The Learning Journal will also be an opportunity to record feedback from others via email, recordings or statements.

The journal is a way of allowing apprentices to develop their ability to reflect - to step back from their learning experience, help them develop critical thinking skills and improve on future performance by analysing their experience.

The journal will include reflective learning that has taken place both on, and off the job.

When making entries to the journal the apprentice should be linking their reflection to how they are developing and achieving against the different areas of competence set out in the standard. The Learning Journal should include a regularly updated summary document, such as a 'heat map', or similar, showing the apprentices own assessment of where they started (an initial 'day one' reflection) and how they are progressing towards/meeting each of the knowledge skills and behaviours – reflecting

on how their learning opportunities and work activities are supporting achievement of these competencies. The inclusion of this practical analysis tool will also help the Independent Assessor (IA) in reviewing the journal.

In addition to the apprentice's reflection of their development journey over the duration of the apprenticeship, the journal entries should also include the theme of new and emerging trends and developments in the L&D sector. For example the apprentices may wish to reflect and give their assessment on the way new technologies or delivery styles support training in their workplace.

The apprentice's employer must sign-off the journal before it is submitted for review to the EPAO, to ensure it is ready for submission and that it is a true and accurate representation of the apprentice's work. The completion of this will be a gateway requirement, before progressing to the EPA. This confirms the demonstration of competence against the skills, knowledge and behaviours defined in annex A, and that the apprentice is ready to take the end-point assessment. The Journal should be submitted by the employer to the EPAO with one month of completing the gateway. The Learning Journal is not marked as part of the EPA, but the IA will be required to review the Journal to glean personalised information to ensure they are prepared for the Presentation and to prepare questions based on their review.

4. End-point Assessment

4.1. Independent Assessors

The responsibility for developing and delivering the end-point assessment rests with the End-point Assessment Organisations (EPAO) that are approved to offer their services to employers for the L&D practitioner standard. Only EPAOs that appear on the Education and Skills Funding Agency (ESFA) Register of Apprentice Assessment Organisations (RoAAO) can be used.

EPAOs must appoint Independent Assessors (IAs) with at least 5 years experience of working at least at the same level as the apprenticeship within the L&D profession. They should have breadth of experience that covers the whole training cycle and must maintain the currency of their skills, knowledge and behaviours via evidenced Continuous Professional Development (CPD).

IAs will be required to attend at least 2 full days of Continuing Professional Development (CPD) and training each year as a minimum requirement of their role. IAs should be independent of the apprentice and the apprentice's employer or training provider. The EPAOs will coordinate the IAs across the regions and ensure their independence and suitability of the role.

4.2. End-point Assessment Methods

The apprentice will be assessed against the apprenticeship standard using **two** complementary end-point assessment (EPA) methods. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job and will take up to 5 months to complete following the gateway.

The assessment process will be completed in the following order:

1. **EPA 1 – Work based project with Professional Discussion** - this method has two components. First the Apprentice completes a Work based Project before progressing onto a Professional Discussion (60 minutes) based on the project. The Work based Project report should be submitted to the EPAO for remote marking a minimum of one month prior to end of the 5 month EPA period. This will allow grading and preparation ahead of the Professional Discussion component of this method and EPA 2.
2. **EPA 2 - Presentation and Q&A based on Learning Journal** - 20 minute presentation, presenting key points from the Learning Journal followed by a 25 minute Q&A. The apprentice should be given at least 3-weeks notice of the date for their Professional Discussion and EPA 2.

The Professional Discussion component of EPA 1 will ideally be taken on the same day as EPA2. This can happen either face to face (at the apprentices place of work or venue operated by the EPAO) or using video technology (e.g. video-conferencing or Skype). EPA 2 should take place last, after the EPA 1 has been completed. If following the Professional Discussion the apprentice has failed EPA 1 they are still permitted to progress onto EPA 2. See section 5.3 for criteria for re-sits/re-takes.

The apprentice will be informed of their grades by the EPAO for each method and overall after both methods are completed.

4.3 EPA 1 - Work Based Project with Professional Discussion

EPA 1 is one assessment method, to be awarded one grade overall based on the IA's assessment of the apprentice's performance across both the components described below, using the grading criteria in Annex B.

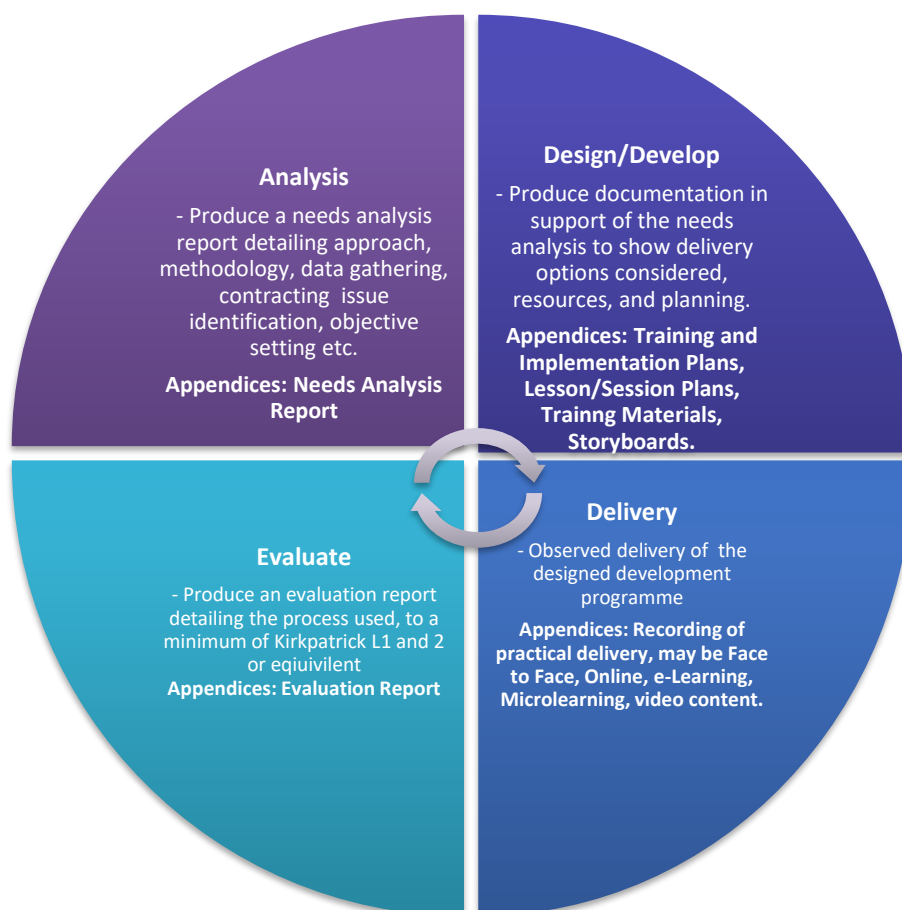
EPA 1 - Work based Project Component

The Work Based Project is a substantive piece of work, requiring the implementation of a learning and development solution to a real business problem – it should be based on real activity done in role (i.e. not simulated) to best demonstrated competence, and should demonstrate the aspects of the standard mapped to EPA 1 in annex A. It should cover all aspects of the learning cycle as defined in the diagram below.

The apprentice should agree the project plan with their employer to ensure it meets the requirements, project guidance/criteria from the EPAO will be used to support this process. The employer should send the plan within one week of gateway to the EPAO for approval. The EPAO should notify the employer of its approval/rejection with 7 days of receipt to avoid delays.

The project report should describe what the apprentice did, how they did it and the outputs that resulted from the project. The Apprentice will be given 4 months after the gateway to complete the project for submission to the EPAO.

The final Project should take the form of an Executive Summary style report of 2250 words (+/- 10%), supported by appendices (not included in word count) which will provide evidence of the work completed, examples of those are also defined in the diagram below:



The Executive summary report should give an overview of how the project was delivered at each of the training cycle stages, the actions and decisions taken, and the delivery outputs achieved. The appendices will provide further evidence of the delivery of the project, the practical application of L&D skills and techniques/processes and the implementation and delivery of the learning/development solution.

Importantly the Delivery Phase should include actual delivery of the developed solution by the apprentice. This cannot be simulated delivery, to ensure a real work environment and feedback. This should take the format that has been defined by the apprentice as best suiting the learning solution they have developed. Therefore it is not limited to face-to-face delivery, and may for example, be a webinar, online/e-learning, micro learning sessions or digital video content. The delivery should be substantive enough to demonstrate competence; whichever method is chosen it must equate to a minimum of 2-hours and a maximum of 7 hours. The delivery should be recorded and included as one of the report's appendices submitted to the EPAO for marking. Therefore the IA does not have to be present at the delivery, but has access to the appropriate delivery recording in order to review and mark that element.

Employers and training providers will use project guidance/criteria from the EPAO to support the apprentice to develop a project plan. The project should be based on a real business requirement (i.e. not simulated) to best test competence.

EPA 1 – Professional Discussion Component

The 60-minute (+/- 10%) Professional Discussion will be based on the Work based Project undertaken by the apprentice.

The IA must ask the apprentice 8-10 open questions; follow up probing questions from the IA are allowed to seek clarification. The questions selected by the IA should complement the choice of Work-based Project. They should be selected to ensure that the IA is able to test the content of the project, the competence evidenced in it, and the apprentice's understanding of what they have delivered in the project. In addition the questions should seek to assess the KSBs mapped to this method that are not evidenced through the project, and/or depth of understanding to assess performance against the distinction criteria. The questions should be constructed in such a way as to give every apprentice the opportunity to demonstrate the distinction criteria.

Apprentices may refer to their project report, or evidence contained with the project report annexes when answering the IA's questions.

A structured brief and question bank will be developed by the EPAOs, and they will provide their IAs with training and CPD in the art of professional discussions and reaching consistent judgements. The question bank should be reviewed every 12 months and refreshed/updated if required (to avoid apprentice familiarity with the questions and to ensure they are up to date e.g. industry terms such as legislation/regulation). The EPAO should maintain a question bank of sufficient size to mitigate predictability.

4.4 EPA 2 - Presentation/Q&A based on the Learning Journal

EPAOs must schedule EPA 2 (and the Professional Discussion of EPA 1) to take place within 4 weeks of submission of the Work based Project Report to the EPAO and within the maximum 5 month EPA period, giving an apprentice a minimum of 3 weeks' prior notice of the time, date and venue.

The focus of the 20 minute (+/-10%) presentation is not to demonstrate further reflection on their journey through the apprenticeship, but to provide an opportunity to demonstrate the attained skills, knowledge and behaviours, using examples from the journal that best evidence these, in particular around lessons learned.

The presentation should cover three examples from their Learning Journal that best demonstrate:

- How they have developed their L&D practice – perhaps how they now do things differently as a result;

and/or

- How they developed their understanding of best practice in that area

These should be delivered as competency-based examples referring to how they have demonstrated areas of the skills, knowledge and behaviours within the standard mapped to this assessment method (see annex A). They should also link these examples back to the relevant underpinning theories/models.

It is left to the apprentice to select the most appropriate delivery method/s for their presentation. The IA will not only assess the content of the presentation, but also the delivery of this – looking at their delivery style, clarity and communication skills (as required in the standard).

The presentation will be followed by a 25 minute (+/- 10%) Q&A session with the IA. The IA must ask the apprentice 3-5 open questions; follow up probing questions by the IA are allowed to seek

clarification. These questions should allow the IA to further test components of the Learning Journal they have highlighted as needing investigation during their review, and test the presentation content and/or depth of understanding to assess performance against the *distinction* criteria.

A structured brief and question bank will be developed by the EPAOs to support the Q&A. The question bank should be reviewed every 12 months and refreshed/updated if required (to avoid apprentice familiarity with the questions and to ensure they are up to date e.g. industry terms such as legislation/regulation). The EPAO should maintain a question bank of sufficient size to mitigate predictability.

The Professional discussion, presentation and questioning should be recorded electronically, subject to the apprentice's agreement. Where permission is not given it is permissible for another independent assessor to be present to document evidence presented.

5. Grading the End-point Assessment

5.1 Final Grading

The IA will make the judgment on the grade to be awarded to the apprentice, whether Fail, Pass or Distinction, based on the grading criteria detailed below.

The apprenticeship for L&D Practitioner has **four** possible **overall grades**: fail, pass, merit and distinction.

However independent assessors must individually grade each assessment method only against the criteria for a fail, pass or distinction, according to the grading criteria set out below and in Annex B. No restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

In the event of an appeal against the grade awarded, the EPAO will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

The IA will make the judgment on the grade to be awarded to the apprentice, for each individual assessment method against the criteria in Annex B for Fail, Pass or Distinction. These individual grades are then combined as described below to reach the overall apprenticeship grade of fail, pass, merit or distinction

An apprenticeship pass represents full competence against the standard i.e. fully competent in the role as described in the standard and Annex A.

A premium has been placed on the Work-based Project with Professional Discussion; meaning distinction must be achieved here for merit or distinction to be applied overall

The grade of *distinction* is to recognise apprentices who are outstanding L&D Practitioners, who consistently demonstrate they have excelled in application of the knowledge, skills and behaviours to the benefit of their organisation, having achieved a *distinction* grade in **both** of the assessment methods.

In addition, the grade of merit will be awarded to recognise apprentices who achieved a distinction in their Work-based Project with Professional Discussion, and a pass in their Presentation/Q&A based on Learning journal.

The final apprenticeship grade is based on performance across both the assessment methods. An independent assessor must combine the grades of the two assessment methods to determine the EPA grade. The **overall grade** is based on the following principles:

- To achieve **pass grade overall** the apprentice must achieve a **pass** in **both of the** end-point assessment methods.
- To achieve **merit grade overall** the apprentice must achieve a **distinction** in the Work Based Project with Professional Discussion and **pass** in the Presentation/Q&A based on the Learning Journal.
- To achieve **distinction grade overall** the apprentice must achieve a **Distinction** in **both of the** end-point assessment methods.

For avoidance of doubt, see grading combinations table below:

Project with Professional Discussion	Presentation/Q&A based on Learning Journal	Overall Grade
Fail in one method or more		Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Where more than one independent assessor is involved, the independent assessor responsible for the assessment method completed last will be responsible for combining the grades.

Independent assessor's decisions must be subject to moderation procedures by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

5.2 Grading Descriptors (refer to Annex B)

The detailed tables in **Annex B** show the assessment criteria used to determine the individual grades for each of the EPA methods. It provides criteria for fail, pass and distinction, which the EPAO should use to develop the marking structure to deliver the Final Grading outcomes detailed above.

5.3 Re-sits of EPA

Apprentices that fail one or more EPA method will have the opportunity to re-sit/re-take. Re-sits/re-takes are not to be offered to apprentices wishing to move up to a higher apprentice grade. A re-sit does not require further learning, whereas a re-take does. Re-sits/re-takes can take the apprenticeship up to 2 months over the initial 5 months allocated for EPA. When receiving notification of a fail, apprentices will receive feedback from the EPAO.

Re-sits of both methods of the EPA are permissible based on the following criteria:

- **EPA 1 - Work based Project with Professional Discussion:** If the apprentice fails the project report with professional discussion they are permitted to formally re-submit the report and re-sit the professional discussion – the number of resubmissions/re-sits permitted is up to the

employer. The resubmission of the project to the EPAO and subsequent professional discussion must happen within two months of receiving notification of the initial fail grade. To avoid unnecessary delays/disruption apprentices are permitted to progress onto EPA 2 if they fail EPA 1 overall following the Professional discussion.

- **Presentation/Q&A based on the Learning Journal:** If the apprentice fails the Presentation and Q&A they are permitted to re-sit/re-take this, the number of re-sits/re-takes permitted is up to the employer. This must be re-arranged by the EPAO and held within one month of the original Presentation.
- EPAOs must ensure that apprentices complete receive different questions for the professional discussion when taking a re-sit/re-take.
- All re-sit/re-takes will also be graded fail/pass/distinction (so no limit to grades on re-sit/re-takes) and combined with the grades for the other assessment methods to determine the EPA grade as per grading procedure described above. If an apprentice fails the re-sit/re-take they will be required to re-take the EPA in full after a period of further learning.
- In all cases the apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

6. End-point Assessment Organisation Criteria

Apprentices should be exposed to assessments that are administered in a fair and consistent way without any doubt as to credibility of achievement that must be recognisable across UK. End-point Assessment Organisations (EPAOs) must apply to and be approved under the Education and Skills Funding Agency (ESFA) Register of End-point Assessment Organisations.

Prospective EPAOs wishing to be approved to operate the L&D practitioner end-point assessments must as a minimum:

- Develop and provide all required material and resources required for the EPA (i.e. Project guidance/criteria, question banks, presentation & questioning guide, professional discussion question bank and guidance, assessment recording documentation).
- On receipt of notification from employer and/or training provider that an apprentice has passed the gateway, should contact the employer and arrange dates, times and locations for the required EPA.
- Ensure all required material is present at the EPA venue.
- Provide appropriate and qualified staff to enable completion of all aspects of the EPA.
- Confirm result of EPA to apprentice and employer.
- Arrange for certification.
- Maintain robust internal quality assurance procedures and moderation – including those defined in section 9 below
- Support as requested the activities of the nominated external quality assurance body.
- Have experience of development and design of assessments – ideally in L&D/HR Sector
- Provide evidence of staff background experience in the L&D sector
- Show experience of working with employers and providers of relevant industry training
- Provide evidence of working with or have the potential to train and develop a field force of Independent Assessors that meet the requirements specified in Section 4.1 above

- Provide evidence of IT infrastructure and/or on line facilities for the secure collection of learner data for the purpose of registration and the process for applying for end assessment appointments
- Ensure sufficient geographical coverage of their services (may be supported through use of technology).

7. Implementation

The cost of the end-point assessment will be up to 20 % of the total cost of delivery.

The **flexibility and affordability** built into this assessment model is critical to its ability to cater for all types and sizes of business. Employers have the opportunity to design a programme with their training provider that meets the requirements of the standard but delivered in way that suits their business' requirements. Employers also have the option to flex the amount of support required from the training provider. This can be discussed and tailored (utilising the training provider's expertise) during contract discussions.

The L&D practitioner apprenticeship is expected to attract 50 starts in 2018/19 with a target of 200 starts during 2019/20, further delivery is expected to grow as the apprenticeship embeds, and delivery is established.

The expectation is for prospective IAPs to be fully operational in 2018/19 with learner engagement functions such as user materials, registration and application for end testing services available from October 2018.

In 2018, we expect EPAOs to 'recruit' a field force of Independent Assessors with the requisite experience, skills and competences. In addition, sufficient time will be required to ensure adequate plans are made for training and developing the new field force of Independent Assessors and other personnel involved in the delivery of the end assessment process.

8. Professional Body Recognition

The successful apprentice may be eligible to apply for Associate membership of the Chartered Institute of Personnel and Development (CIPD) or any other professional body that recognises this apprenticeship within its membership criteria. (Membership is subject to the professional bodies own membership requirements).

9. Internal and External Quality Assurance

9.1 Internal Quality Assurance (IQA)

The responsibility for the robustness and IQA of the EPA process is held by the End-point Assessment Organisation (EPAO). The EPAO will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard and are undertaken consistently and to the same standard.

The overall IQA responsibilities required of the EPAO are summarised below:

- Ensures there are robust processes in place to deliver assessments to the required standard, and that they are appropriate for the sector

- Trains and certifies all individual assessors to be able to assess consistently against the Standard and ensure they have the requisite skills and industry experience.
- Applies robust quality assurance and verification processes to the assessments e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment.
- The moderation processes should be risk based, with significant moderation of EPAs carried out for the first 12 months of an EPAO's delivery (50% of each assessor's work) to ensure consistency and quality in this initial period. With a reduction of required moderation as delivery establishes, to a set normal rate (minimum 10%). This should also apply to new assessors, whose work should be more heavily moderated for the first 6 months of their work, before being moderated at usual levels following that (as long as no issues have arisen in the first 6 months).
- Runs the appeal process for any appeals that arise from grading decisions
- Reports to the Employers on any issues that arise, and asks employers and apprentices for feedback on their work to support future improvements
- Organises at least annual standardisation events for its assessors to ensure a consistent and comparable approach to the end point assessment, these events should provide updates and training required for their IAs on such things as new guidance, tools, processes or procedures and also provide an opportunity to share good practice.
- Develops and maintains a set of Assessment Tools that are used by all to carry out assessments, detailed below.

9.2 Assessment Tools

The EPAO will also be responsible for creating and then maintaining the required Assessment Tools, to ensure continuing robustness (independent, consistent, accurate), working with the Employers as appropriate. The assessment methods are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of Assessment Tools that are used by all assessors and will be a part of the training that assessors receive. The EPAO will be responsible for creating and maintaining the tools, guidance, materials and techniques to be used in the assessments to support the deliver of the assessment defined in this Plan. These tools should include:

- The full assessment criteria based on the defined learning outcomes in Annex A;
- The detailed scoring and grading mechanism for each of the assessment methods, and the overall apprenticeship, based on the grading criteria set out in this plan and Annex B;
- Clear guidance for conducting the Professional Discussion and Q&A. Including a bank of questions for both these assessment methods to cover the skills, knowledge and behaviours mapped to the method in Annex A;
- Full criteria and guidance for projects.

All assessors will be required to have the skills and experience outlined in section 4.1. They will be trained and approved by the EPAO to ensure that they are capable of using the tools developed for assessment in a fair and consistent manner to make reliable judgments.

The EPAOs will also offer a range of support materials to apprentices and their employers to help with testing preparations and specifications. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

9.3 External Quality Assurance

External Quality Assurance for this apprenticeship standard will be undertaken by OFQUAL.

Annex A

Learning Outcomes – Mapping to Assessment Methods

A Level 3 L&D Practitioner will work in a wide range of organisations including private, public and third sector and must demonstrate the core knowledge, skills and behaviours detailed below. The Methods of Assessment Grid shows which of the assessment methods are expected to demonstrate competence in each of the defined areas (Learning Outcomes) of the standard.

Title	Method	Key
Learning Journal	Completed on programme, supports and informs the LJP	
Presentation based on the Learning Journal	20 Minute Presentation with 25 Minute Q&A	LJP
Work Based Project with Professional Discussion	Business Report on a Learning solution to a real business problem, followed by a 60 Minute competency based interview	WBP

Methods of assessment Grid

Ref	Core Knowledge to be assessed	Method of assessment
K1	Foundation level theories that underpin effective adult learning and group behaviour. For example, learning styles, training/learning cycle, group dynamics, continuing professional development, evaluation.	WBP
K2	How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning	LJP
K3	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.	WBP
K4	The latest learning practice	LJP
K5	How diversity and inclusion influences the planning and delivery of L&D interventions	WBP
K6	What their organisation does, its structure, values and its external market and sector	WBP
K7	The commercial context and drivers and process behind learning needs and solutions.	WBP
K8	The various L&D roles that may be required for effective learning and development in an organisation	LJP
K9	Their roles and responsibilities within the L&D structure	LJP
K10	The policies and processes required for effective organisation learning	LJP
K11	The role of data to analyse learning needs and ensure effective delivery	WBP
K12	How internal information systems can support learning	LJP
K13	How technology supports learning, including understanding of digital platforms / delivery channels as relevant.	LJP

REF	Core Skills to be assessed	Method of assessment
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S1	Identify and analyse learning needs: establishing team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation	WBP
S2	Use sound questioning and active listening skills to understand requirements and establish root causes i.e. establishing that it really is a learning/training need, before developing L&D solutions	WBP
S3	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements	WBP
S4	Use effective analytical skills to seek out and analyse information	WBP
S5	Take ownership through to resolution, escalating complex situations as appropriate	WBP
S6	Design, construct and structure training / learning resources to meet a variety of needs, which will include: <ul style="list-style-type: none"> - Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources) - Planning programmes / sessions / modules - Selecting appropriate delivery methods - Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.) - Developing materials and resources to support learning 	WBP
S7	Confidently engage all learners in structured learner-centred training, primarily of 'content-driven' training resources	WBP
S8	Plan, organise and prepare for a training/learning event/intervention in a timely fashion	WBP
S9	Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques	WBP
S10	Facilitate learning in a face-to-face, blended and digital environment as appropriate	WBP
S11	Monitor a learner's progress and deliver motivational and developmental feedback	LJP
S12	Manage participation, attitudes and behaviours to reach learning objectives	LJP
S13	Use effective coaching skills to enable learners to achieve learning objectives	LJP
S14	Evaluate the impact of learning solutions - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions	WBP
S15	Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate	WBP
S16	Apply techniques to analyse the impact of training from learners' experience	WBP
S17	Communicate and influence well through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience	LJP
S18	Build trust and sound relationships with customers/learners/colleagues	LJP

S19	Handle conflict and sensitive situations professionally and confidentially	LJP
S20	Consistently support colleagues / collaborate within the team and L&D to achieve results	LJP
S21	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required	WBP

REF	Core Behaviours to be assessed	Method of assessment
B1	Proactively look, listen and question to understand and learn	LJP
B2	A interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development	LJP
B3	A willingness to explore and take risks to learn something new	LJP
B4	Consideration of the needs of key stakeholders, alongside the needs of the business	WBP
B5	They act with integrity and demonstrate organisational values in the way they interact with others	LJP
B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.	WBP
B7	An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning and business outcomes and impacts	LJP
B8	Responsiveness and flexibility to changing business and learner needs	LJP
B9	Personal resilience to manage competing priorities	LJP
B10	Confidence in delivery	LJP

Annex B – Grading Descriptors and Criteria

As noted above although the overall apprenticeship grade is awarded fail, pass, merit or distinction, the 2 individual assessment methods will only be graded fail, pass or distinction. It is the combination of grades that determines the overall grade, rather than the requirement for separate 'merit' grading descriptor/criteria.

EPA 1	Grading Criteria for Work Based Project with Professional Discussion		
Areas of Standard	Fail	Pass grade	Distinction grade
<p>K1, K3, K5, K6, K7, K11</p> <p>S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S14, S15, S16, S21</p> <p>B4, B6</p>	<p>The apprentice has demonstrated any of the following and so fallen short of the pass criteria:</p> <p>Performed below the pass level which is expected and is outlined in the standard and EPA</p>	<p>The apprentice has demonstrated all the following criteria for the Work Based Project with Professional Discussion:</p> <p>Has delivered a project that delivers the end-to-end implementation of a learning and development solution, covering each of the key aspects of the training cycle: analysis, design/development, delivery, and evaluation. Has included evidence of the delivery of each aspect of the cycle through the supporting documentation and recordings submitted in the appendices. The appendices should show use of L&D tools and processes to support the delivery of the project (K3, K7, S1, S2, S3, S4, S6, S8, S10, S14, S15)</p> <p>Articulates in the report how the learning solution delivered in the project is linked to a business problem/requirement and is able to provide evidence that the project has met those, this should include evidence that some sort of needs gap</p>	<p>In addition to the pass criteria, the apprentice has also demonstrated the distinction criteria below:</p> <p>Provides evidence that the learning solution delivered has/will result in a real and measurable business benefit/s or improvement/s e.g. can demonstrate this through improvement metrics, early indicators of ROI, learner/stakeholder feedback (K3, K7, S1, S14, S15, B6)</p> <p>Referenced <u>more than 3</u> recognised foundation level theories that underpin effective adult learning and/or group behaviour in project report, and provides evidence that the project uses those and/or references more advanced theories/models than those required in the standard (K1)</p>

		<p>analysis has been undertaken (K6, K7, S1, S2, S4)</p> <p>Articulates in the report, with links to the project purpose, an understanding of what their organisation does, its structure, and its external market and sector (K6)</p> <p>Referenced at least 3 recognised foundation level theories that underpin effective adult learning and/or group behaviour in project report, and provides evidence that the project uses those (K1)</p> <p>Evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group. (S2, S3, B4, B6)</p> <p>Provides evidence that they analysed the problem: the apprentice has described and evidenced how they conducted background research, including the collection and analysis of at least one appropriate data/information source (K6, S4, K7, K11) and has identified the training/learning need - this should describe how they consulted to understand needs of the business/team as relevant (S1, S3, B4, B6) – using at least 2 appropriate tools/techniques to do so (S1, S2, S4).</p>	<p>Evidence that planning and delivery of the project goes beyond the expected level of stakeholder management and consultation, for example the apprentice has engaged effectively at senior level, effectively managed a complex set of stakeholders, or has demonstrated contact and consultation external stakeholders as appropriate_(S2, S3, S21, B4, B6)</p> <p>Demonstrates using examples that background, research and needs analysis used more than one source and/or more complex source/s – for example reference to examples in other organisations /broader sector (K1, K7 S15)</p> <p>Can demonstrate critically reasoned choices for the evaluation methods used – demonstrates that they have explored a number of costed options and used an understanding of the features and benefits to select the best suited (S14, S15, S16).</p> <p>Used examples that demonstrate an understanding and insight during the discussion that goes beyond their role. For example proactively discusses and demonstrates a wider understanding of</p>
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		<p>Can demonstrate that they took ownership of the project, referring to seniors if required (S5)</p> <p>Clearly articulate how they decided upon their learning/training delivery option, showing that the decision was thought through and based on research undertaken (S6, K1)</p> <p>Describes the process of design for the delivery with some evidence in support of that – for example suitable materials, resources and activities (S6).</p> <p>Can describe how they considered diversity and inclusion factors when planning and doing the delivery (K5)</p> <p>Has provided description and evidence of the practical delivery of their training/learning solution, this should demonstrate that it reflects the delivery design. They can articulate how they used their delivery skills in that delivery, for example this may demonstrate how they used facilitation skills in the delivery, how they have interacted with different learners using questioning techniques (S7, S8, S9, S10)</p> <p>Has provided evidence that they have closed ‘the loop’ on the training cycle –</p>	<p>the challenges and issues facing organisations in the sector/business and how those impact on their work (K6, K7)</p>
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		<p>using evaluation and reflection in the form of an evaluation report (appendices). Has provided evidence of the use of at least one evaluation mechanism during the project (minimum of Kirkpatrick L1 and L2 or equivalent) and is able to articulate why they chose that methodology (K3, K11, S14, S15, S16).</p> <p>When questioned can give reasons for the decisions/actions they took in relation to the learning solution delivered, this should reflect on the requirements of those they have consulted with to support those decisions (B4, B6).</p> <p>When questioned can provide an example of how they have formed strong working relationships in the team and/or wider business during the project (S21)</p>	
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EPA 2			
Grading Criteria for Presentation and Q&A based on Learning Journal			
Areas of Standard	Fail	Pass grade	Distinction grade
	The apprentice has demonstrated any of the following criteria:	The apprentice has demonstrated all the following criteria:	In addition to the pass criteria , the apprentice has also demonstrated <u>the</u> distinction criteria below:

<p>K2, K4, K8, K9, K10, K12, K13</p> <p>S11, S12, S13, S17, S18, S19, S20</p> <p>B1, B2, B3, B5, B7, B8, B9, B10</p>	<p>Performed below the pass level which is expected and is outlined in the standard and EPA</p>	<p>The presentation is delivered to a 15-minute timeframe.</p> <p>They can demonstrate active use of reflection: they can describe using at least one example, of how they have reflected on activities and/or learning undertaken and can articulate how could support improvements to their future performance – this may be improved knowledge, practical delivery or behaviours (B1, B2, B3).</p> <p>The presentation is delivered using an appropriate media, which allows clear delivery of the presentation’s points. The apprentice shows competence in their delivery style – the key points from the presentation are understood and have links to KSBs (S17, B10).</p> <p>The presentation is structured around providing three examples from the Learning journal that best demonstrate how they have developed their own practice (their examples might look at S11, S12, S13, S17, S18, S19, S20, B5) and/or developed their understanding of what best practice looks like in a particular area (their examples might refer to K2, K4, K8, K9, K10, S11, S12, S13, B5)</p>	<p>Can provide examples of where their reflective activity has gone to next level – by providing evidence of how they have actually implemented improvements in their practice based on their reflection – again this may be evidence of improved knowledge, practical delivery or business behaviours (B1, B2, B3).</p> <p>Demonstrated that their reflection takes account of the bigger picture – for example the organisations objectives, or emerging trends and issues in the organisation’s sector or L&D (B7).</p> <p>The delivery of the presentation uses more than one relevant media to best get across the presentations’ points, they demonstrate assured delivery: the examples they make in their presentation are easy to understand and are explicitly linked to the KSB/s they want to demonstrate (S17, B10).</p> <p>They can illustrate that they take development opportunities further, for example by acting as a role-model for others, supporting other’s development (S20, B2, B7)</p> <p>Through examples provided or when questioned they demonstrate a drive to</p>
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		<p>Can show an understanding of latest learning practice for example providing examples of where they have considered these in their Learning Journal (K4, B1, B2).</p> <p>Can articulate how different learning channels contribute to learning, providing an example of considering options for channel/s from their learning journal (K2)</p> <p>Can articulate the key components of an L&D function (K8, K9, K10)</p> <p>Can articulate why good internal Information systems and technology can support learning, providing at least one example from their learning journal to support this (K12, K13)</p> <p>Can articulate why it's important to provide feedback to learners on their progress, and illustrate this with at least one example from their learning journal (S11)</p> <p>Can demonstrate at least one example of where they have used facilitation skills and/or coaching to manage learner</p>	<p>progress or seek additional learning opportunities for example, by proactively sharing new ideas or best practice, by going beyond the requirements of their role, looking for additional responsibilities or opportunities, such as work shadowing or additional projects or by taking risks to learn or progress (B2, B3, B5, B7, B8)</p>
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		<p>participation and support learners to reach learning objectives (S12, S13)</p> <p>Can articulate how they have developed their communication and interpersonal skills in the workplace and provide at least one example of how they used these skills effectively e.g. used a suitable method of communication to influence a particular audience, handled a difficult situation/conflict, collaborated within the team, supported colleagues (S17, S18, S19, S20)</p> <p>They can describe what their organisation's values are and illustrated how they have demonstrated at least one those values when they have worked with others (B5).</p> <p>During questioning can articulate the range of their work and the reasons for the actions evidenced in the Learning Journal (S17).</p> <p>When questioned can provide an example from their Learning Journal that illustrates their energy and enthusiasm for work (B7), for example they can illustrate how actions they took supported completion of a task/project.</p>	
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		When questioned can provide an example from their Learning Journal that demonstrates their ability to manage multiple tasks/competing priorities and take a flexible approach – for example they can describe what they did to manage these tasks, any systems they put in place to monitor, how they made decisions over prioritisation (B9, B8).	
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End