

# **Level 5 Learning and Development**

## **Consultant/Business Partner Apprenticeship**

### **End-point Assessment Plan**

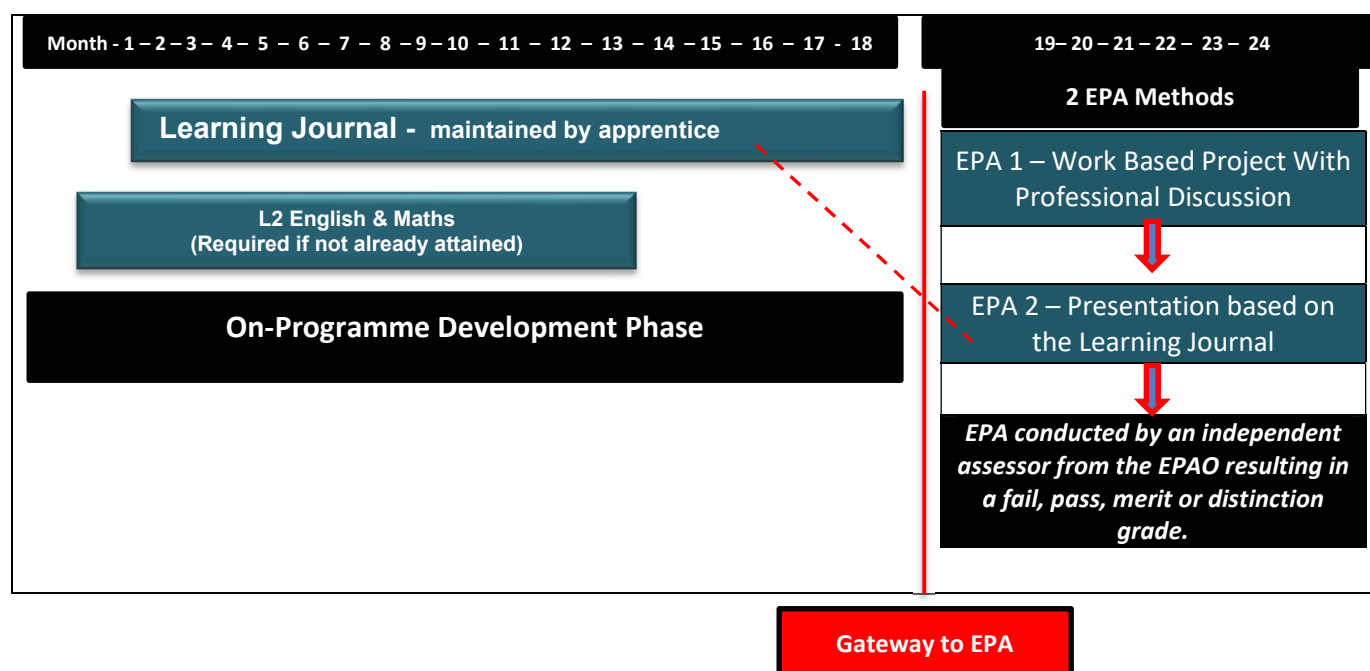
## 1. Introduction and overview

This apprenticeship is designed to develop the professional standard required of people working as Learning and Development (L&D) Consultants/Business Partners 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 which received backing from the Chartered Institute of Personnel and Development (CIPD) – the sector's Professional Body – with additional support coming from the 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.

## 2. The Assessment Journey – Typical timelines and outcomes



### 3. On-programme phase and Gateway to EPA – content and outcomes

#### 3.1 Recommended On-programme Development phase

During the early weeks of their on-programme learning, 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 of the *Apprenticeship standard*.

#### 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 their end-point assessment will be made by the employer (with advice from 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, they are satisfied of the apprentice's competence across all of 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 Learning Journal

On commencement of their on-programme learning, apprentices are required to start developing their Learning Journal. This activity continues throughout the duration of their on-programme learning – up until the EPA gateway. Apprentices are 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 Learning 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 ongoing appraisal of their learning journey. This will also support the apprentice getting into the habit of seeking Continuous Professional Development activities and recording them. The Learning Journal will also be an opportunity to record feedback from other people 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 apprenticeship, the journal entries should also include reflection on the themes of:

- New and emerging trends and developments in the L&D sector: for example, the apprentice may wish to reflect and give their assessment on the way new technologies or delivery styles support training in their workplace.
- L&D Specialisms and their Business Impact: for example, they may want to consider how they have developed their specialist skills in L&D such as supporting and embedding a learning culture, facilitating social learning, how they have developed and used effective facilitation/questioning/debate; examined equality and diversity in learning policies; developed organisational plans (e.g. succession and talent planning); made decisions on learning delivery channels; worked with suppliers.
- Leadership: for example, they may wish to include feedback from their team/line reports on their leadership/management and reflect on how this may have developed/changed over time.

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 EPA. The Journal should be submitted by the employer to the EPAO within 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 and to ensure they are prepared for the Presentation and ready to prepare questions based on their review of the Journal.

## 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 Consultant/Business Partner standard. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

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 a 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 are independent of the apprentice and the apprentice's employer and 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 endpoint 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 6 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 (75 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 6-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** – 25-minute presentation of the key points from the Learning Journal followed by a 35-minute Q&A. The apprentice should be given at least 3 weeks prior notice of the date for their Professional Discussion and EPA 2.

The Professional Discussion component of EPA 1 and the Presentation/Q&A will ideally be taken on the same day as EPA2. This can happen either face to face (at the apprentice's place of work or venue operated by the EPAO) or using video technology (e.g. videoconferencing or Skype). EPA 2 should take place last, after 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 resits/retakes.

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 apprentice to demonstrate their L&D consultancy skills in relation to a real business-related problem or objective – it will demonstrate real activity done in the role (i.e. not simulated), and should demonstrate the aspects of the standard mapped to EPA 1 defined in annex A. It should describe what the apprentice did, how they did it and the recommendations and outcomes that resulted from the project.

The apprentice should agree the project plan with their employer to ensure it meets their 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 within 7 days of receipt to avoid delays.

The Apprentice will be given up to 5 months after the gateway to complete the project, for submission to the EPAO.

The final Project should take the form of a formal business report of 5000 words (+/- 10%). The report should describe how the project was delivered, focussing on the actions and decisions taken, critically analysing the reasons for those, and the outcomes achieved. The project will require significant research both inside the organisation and into the learning and development profession to demonstrate breadth of understanding, and the application of this research to support the project decisions and outcomes.

The project will cover how the apprentice dealt with a significant issue facing the business/sector describing how they:

- Analysed the problem. This should include demonstrating significant consulting with relevant business stakeholders to understand the requirements of the business/team.
- Conducted relevant background research e.g. business requirements/implications, L&D/industry developments, and any regulatory requirements. This should include relevant data analysis and budgetary/resource considerations.
- Researched and developed options for potential solutions, giving reasoned explanations as to their inclusion or rejection.
- Collaborated and consulted with colleagues and the business in the development of the agreed solution.
- Developed the Project plan with relevant solutions looking for impacted populations and implementing change management actions as appropriate.
- Implemented the solution.
- Evaluated the solution against the agreed criteria from stakeholders.

- Evaluated for lessons learnt and factors to improve upon for next time.

The project should include evidence of how the project was delivered and the outcomes achieved e.g. relevant emails; evidence of return on investment/expectations; and/or client feedback. 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 also best test competence.

### **EPA 1 – Professional Discussion Component**

The 75-minute (+/- 10%) Professional Discussion will be based on the Work based Project undertaken by the apprentice.

The independent assessor must ask the apprentice 10-12 open questions; follow up further probing type questions from the assessor are allowed to seek clarification. They should be selected to ensure that the IA is able to test the content of the project and 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, and evidence contained with the project report annexes, when answering the assessor'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 6-month EPA period, giving an apprentice a minimum of 3 weeks' prior notice of the time, date and venue.

The focus of the 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, which might include lessons learned.

The presentation must focus on how they *demonstrate* the skills, knowledge and behaviours within the standard mapped to this assessment method (see annex A), giving competency-based examples on *how* they have demonstrated these.

The presentation should provide an example from the Learning journal that best demonstrates each of the key themes noted in Section 3.3 (New and emerging trends and developments in the L&D sector, L&D Specialisms and their Business Impact, and Leadership).

It is left to the apprentice to use their creativity 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 35-minute (+/- 10%) Q&A session with the IA. The IA must ask the apprentice 5-7 open questions; follow up questions by the Assessor are allowed in order 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 the 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 Consultant/Business Partner 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 resit/retake 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 Consultants/BPS who consistently demonstrate that they have excelled in the application of the knowledge, skills and behaviours stated in the apprenticeship standards, 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 the 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 the 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 6 months allocated for the 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 resit 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.
- **EPA 2 – 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 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 the 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 Consultant/Business Partner 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 online 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).
- Show evidence of suitable internal quality assurance processes for assessment – including those defined in Section 9 below.

## 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 is 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 Consultant/Business Partner 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 thing 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 delivery 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 5 L&D Consultant/Business Partner 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/Q&A based on the Learning Journal	25 minute presentation with 35 minute Q&A	LJP
Work-based Project with Professional Discussion	Business Report covering L&D Consultancy based solution to a real business problem/objective, followed by a 75 minute competency based interview based on the Project.	WBP

### Methods of Assessment Grid

Ref	Core <b>knowledge</b> to be assessed	Method of assessment
K1	Paradigms, theories and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.	WBP
K2	Legislation and policies that influence learning design and delivery.	LJP
K3	The merits of different learning delivery channels to select an appropriate face-to-face, blended or digital solution.	LJP
K4	The latest learning practice, trends and emerging thinking. Current research and appropriate application of best practice and best fit solutions.	LJP
K5	Positively incorporating diversity and inclusion into learning and development interventions and processes. Researching and applying current best practice in this area.	WBP
K6	Change management methodologies and the principles of project management.	WBP

K7	Consultancy tools and techniques, for example the use of SWOT, 5 Whys, weighted matrix etc providing costed recommendations and projected impact, return on investment, return of expectation.	WBP
K8	Their organisation's vision, mission, values, strategy, plans and stakeholders; its external market and sector and the opportunities, challenges and issues it faces. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050.	WBP
K9	How business, learning and human resources key performance indicators and metrics build a clear picture of how the business is performing.	WBP
K10	The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation. This may include the needs of staff impacted by the move to a net carbon zero economy by 2050 and the requirements for a just transition.	WBP
K11	How to measure the impact, return on investment and expectation of learning on the business.	WBP
K12	The learning and development structure required to meet business needs and whether this should be in-house, outsourced and how to source specialist expertise when required.	LJP
K13	The various learning and development roles, responsibilities and skills required to design and deliver face-to-face, blended or digital solutions.	LJP
K14	The policies and processes required for effective organisation learning.	LJP
K15	How to prepare, monitor and manage a budget.	WBP
K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.	WBP
K17	How to identify sources, trends and anomalies in data and information.	WBP
K18	How to shape internal information systems and how they play a role to support learning.	LJP
K19	How technology can support learning, including understanding of digital platforms and delivery channels as relevant to the role.	LJP
K20	Emerging technologies that can support effective learning.	LJP

Ref	Core <b>skills</b> to be assessed	Method of assessment
S1	Work as a learning and development business partner or consultant across the whole organisation or key functions and relevant stakeholders as appropriate, to build insight into existing levels of capability against future requirements, identifying organisational skills gaps and risks. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	WBP
S2	Use a range of techniques to obtain an initial brief from internal stakeholders, and investigate and analyse data to validate the need for a learning intervention.	WBP
S3	Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.	WBP
S4	Develop an organisational development, learning and development and succession plan that addresses gaps and fulfils skills, resourcing, talent, and future leadership needs in the partner and business area, accounting for changing internal and external environment, business and learner needs. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	LJP
S5	Initiate the design of interventions and monitor implementation.	WBP
S6	Foster and develop an embedded culture of learning and continuous improvement (e.g. through using communication campaigns).	LJP
S7	Manage learning and knowledge transfer.	LJP
S8	Facilitate collective and social learning using innovative technological solutions.	LJP
S9	Influence management at all levels to collaborate and take responsibility for learning initiatives.	WBP
S10	Set up and manage action learning sets, coaching and mentoring programmes.	LJP
S11	Ensure quality of learning and training delivery through providing feedback to colleagues to ensure continuous improvement of self and others.	LJP
S12	Construct and manage a learning and development budget, project, intervention, including managing resources to effectively deliver.	WBP
S13	Identify and analyse potential cost savings to ensure maximum value.	WBP
S14	Effectively engage, negotiate and manage third party suppliers.	LJP



S15	Build effective working relationships with business managers (using the language of the business), peers and other learning and development functions, together with relevant external organisations to deliver business results from learning and development plans and solutions.	WBP
S16	Communicate confidently with people at all levels, including senior management.	LJP
S17	Work with senior leaders to carry out succession planning, organisational development and talent pipeline plans. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	LJP
S18	Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.	LJP
S19	Employ a range of questioning and listening skills to generate brainstorming, discussion and debate, learning and decisions.	WBP
S20	Effectively manage challenging learner and group behaviours.	LJP

Ref	Core <b>behaviours</b> to be assessed	Method of assessment
B1	Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.	LJP
B2	Probing and inquiring to delve deeper into opportunities, options and solutions.	WBP
B3	A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development and improvements.	LJP
B4	That they act as a role model for learning within their organisation and across their networks.	LJP
B5	They are a trusted partner, acting with integrity, ensuring that clients, partners and learners alike feel heard and are confident in their ability to deliver.	WBP
B6	They can enable different departments or stakeholders to effectively work together above their own agendas and priorities.	LJP
B7	They understand and apply the commercial context, realities and drivers behind learning needs and solutions. This may include an organisations sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	WBP
B8	They are focused on outcomes and impacts.	WBP

B9	They develop ideas, insights and solutions for defined business benefits. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	WBP
B10	Personal resilience to manage competing priorities, ensuring that they deliver the outcomes of their work through co-design and a full understanding of the impact they have on others.	LJP
B11	The courage to hold a mirror up to the organisation when diagnosing solutions.	LJP
B12	Skilfully navigating through organisational and personal politics.	LJP
B13	Responsiveness and flexibility to changing internal and external environments and business needs.	LJP
B14	Being a role model for the learning and development profession, inspiring and galvanising others around learning solutions, ensuring that learning is embedded and delivers ambitious goals, outcomes and timelines.	LJP

## Annex B – Grading Descriptors and Criteria

As noted above, although the overall apprenticeship grade is awarded fail, pass, merit or distinction, the two 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 descriptors/criteria.

Areas of the Standard	Fail	Pass grade	Distinction grade
	The apprentice has demonstrated any of the following:	The apprentice has demonstrated all of the following criteria:	In addition to the pass criteria, the apprentice has also demonstrated the distinction criteria below:
<p><b>K1, K5, K6, K7, K8, K9, K10, K11, K15, K16, K17</b></p> <p><b>S1, S2, S3, S5, S9, S12, S13, S15, S19</b></p> <p><b>B2, B5, B7, B8, B9</b></p>	<p>Performed <b>below the pass level</b> which is expected and is outlined in the standard and EPA.</p>	<p>Has produced a project report that covers an end-to-end consultancy project process, including each of the key elements: analysis, research, option development, consultation/ collaboration, implementation and evaluation. (K6, K7, K10, K11, K16, S1, S3, S5, S9, S12, B9)</p> <p>Demonstrated that the project has a clear link between the business problem/ requirements and the recommendations/solution delivered, and provides evidence that the project was designed to meet those. (K8, K9, K16, B7, B8, B9)</p> <p>Has articulated in the report an understanding of organisation's vision, mission, values, strategy, plans, stakeholders, customers and competitors and consideration of these when undertaking the project. (K8, B7, B9)</p>	<p>Provides evidence that the project's outcomes result in real and measurable business benefits or improvement/s, for example, provides evidence of this through improvement metrics, early indicators of ROI, feedback from stakeholders/learners. Following implementation, recommends future actions to ensure sustainable change. (K7, K11, K16, S13, B8, B9)</p> <p>Evidence of adaptation of models/ theories or paradigms to better support the specific project. (K1)</p>

		<p>Referenced at least 3 recognised theories/models that underpin effective adult learning in project report and provides evidence that the project uses those. (K1)</p> <p>Provides evidence that during project delivery that they analysed the problem, this should include demonstrating significant communication, collaboration and consultation with relevant business stakeholders to understand the requirements of the business/team (K7, K10, K16, S1, S2, S9, S15, B5) – using at least 3 appropriate consultancy and questioning techniques to do so (K7, S19, B2). For example, the report or annexes shows use of tools to deliver this like SWOT, 5 Whys, brainstorming sessions, organisational needs analysis, etc.</p> <p>Can articulate how they conducted relevant background research and why this is important, e.g. they have considered business requirements/metrics/ implications, L&amp;D/industry developments, any regulatory or equality and diversity requirements. (K5, K8, K9)</p> <p>Demonstrates that they collected appropriate data and information and conducted relevant data analysis as part of the project (K16, K17) For example, key performance indicators and metrics, benchmarking data, qualitative and quantitative data.</p>	<p>During the project and the consultancy activities undertaken, shows that they have been able to actively influence up, down, and across the organisation, and that they have actively influenced senior teams to action the project or support implementation of their solution. Refers to the causes of common problems with client-consultant relationships and ways of avoiding and addressing them. (S9, S15, B5)</p> <p>Can demonstrate that their research and understanding goes further – for example they may have compared and contrasted different organisations with different learning cultures/ contexts and/or that they have applied thinking beyond the organisation today, which may include consultation outside of the business. (K1, K8, S15)</p> <p>Demonstrated the project shows consideration of innovative and creative solutions to the problem based on a reasoned review of what fitted the requirements and budget best, which may include demonstrable cost savings. (K15, S12, S13, B2, B8)</p>
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		<p>Has considered and planned for budgetary/resource requirements. (K6, K15, S12, S13, B7)</p> <p>Evidences that they have researched and developed costed options/ideas for potential solutions, giving reasoned explanations as to their inclusion or rejection, this should include reference to consideration of any equality and diversity requirements. (K5, S3, B2, B7, B9)</p> <p>Describes how they implemented the solution, using appropriate project management, and if relevant, change management principles to monitor. (K6, S5)</p> <p>Has demonstrated that the project outcomes are implemented in a way that means measurement of the success of those outcomes is possible. (K6, K7, K11, K16, S5, B8)</p> <p>Articulates how they evaluated the project and its outcomes with supporting evidence of how that was done (e.g. the appendix shows use of evaluation tools) – against the criteria laid out by the stakeholders and to make improvement for next time (K7, B8)</p>	<p>Demonstrates that information is shared and productive, and shows that they have built mutually supportive working relationships established with colleagues inside and outside the L&amp;D function (as appropriate to the project), to support achievement of business goals/benefits. (S9, S15, B9)</p> <p>Used examples that demonstrate an understanding and insight during the discussion that goes beyond their role, proactively discusses and demonstrates a wider understanding of the challenges and issues facing organisations in the sector/business and how those impact on their work. (B7)</p>
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		<p>When questioned is clear on the detail of their project and the reasons for the decisions/actions they took in relation to the solution delivered and can articulate their links to business requirements. (B8, B9)</p> <p>Can provide examples from the project that demonstrates them as a sound L&amp;D expert within their team/organization. (B5)</p>	
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Areas of the Standard	Fail The apprentice has demonstrated any of the following:	Pass grade The apprentice has demonstrated <b>all</b> of the following criteria:	Distinction grade <b>In addition to the pass criteria</b> , the apprentice has also demonstrated the distinction criteria below:
<p><b>K2, K3, K4, K12, K13, K14, K18, K19, K20</b></p> <p><b>S4, S6, S7, S8, S10, S11, S14, S16, S17, S18, S20</b></p> <p><b>B1, B3, B4, B6, B10, B11, B12, B13, B14</b></p>	<p>Performed <b>below the pass level</b> which is expected and is outlined in the standard and EPA.</p>	<p>The presentation is delivered in a 25-minute timeframe.</p> <p>The presentation is delivered using appropriate media, which allows clear delivery of the presentation's points. The apprentice shows competence in their delivery style - for example the key points from the presentation are understood and have links to KSBs. (S16, S18)</p> <p>Professional communication skills are demonstrated during the presentation and Q &amp; A session. (S16)</p> <p>The presentation is structured around providing competency-based examples from the Learning journal that best demonstrate how they have reflected on and developed their own practice in each of the key themes:</p> <ul style="list-style-type: none"> <li>• New and emerging trends and developments in the L&amp;D sector (their example might look at K4, K19, K20, S8, B3).</li> <li>• Specialist L&amp;D (their example might look at K2, K3, K12, K18, S4, S6, S10, S17, S18, B1, B10).</li> </ul>	<p>The delivery of the presentation uses more than one relevant media to best get across the presentation's points, the examples they use in their presentation are easy to understand and are explicitly linked to the KSB/s they want to demonstrate. (S16)</p> <p>Provided evidence that their reflective activities show a real focus on improving their leadership skills within the team and for establishing themselves as an expert and/or role model for L&amp;D practices. (B4, B14)</p> <p>Demonstrated that they respond well to challenges during the Q&amp;A, for example they are able to give critically reasoned responses even when challenged. (S20)</p> <p>Can provide examples of where their reflective activity, facilitation and/or ideas have created positive change or impact for team/organisation/project. (B1, B3)</p>

		<ul style="list-style-type: none"> <li>• Leadership (their example might look at K13, K14, S7, S14, S16, S17, S20, B4, B6, B11, B12, B13, B14).</li> </ul> <p>During questioning can describe the range of their work and the reasons for the actions evidenced in the Learning Journal when tested. (S16, S20)</p> <p>Can show an understanding of latest learning practices/trends/emerging thinking, for example providing examples of where they have researched and reflected on these in their Learning Journal. (K4, B3)</p> <p>Can articulate an understanding of legislation and policies appropriate to their role/organisation and state why these influence learning design/delivery. (K2)</p> <p>Shows they understand the merits of different learning channels, by providing reason/s for selection of learning channel/s from their learning journal. (K3)</p> <p>Can articulate the key components for a successful L&amp;D function and provide at least one example from their Learning Journal to show how these have supported learning in their workplace. (K12, K13, K14)</p>	<p>Can demonstrate an example of where they have used their research and understanding of new and emerging trends/practice/thinking to suggest or develop new ideas for practices within their organisation. For example, using knowledge of psychology and neuroscience. (K4, B3)</p> <p>Articulates deep insights into own style and impact and gives an example of how they have used this to read, influence and build relationships with a variety of people including senior managers working within and around politics and formal processes. (B6, B10, B12, B14)</p> <p>Can provide an example of how they have connected with peers across the L&amp;D/HR professional community and benchmarked against organisations to bring best practice ideas and innovations back to benefit own organisation and acted as an ambassador/role model in this community themselves. (B1, B3, B4, B14)</p>
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		<p>Can describe what is needed in an organisation to foster a Learning Culture, providing at least one activity they have undertaken/developed in order to develop/enhance the learning culture in their organisation. (S6, S7, S8, S10, S11)</p> <p>Can provide at least one example to demonstrate where they have effectively used their facilitation skills to deliver an learning outcome or demonstrate how they have developed these skills. (S18, S20)</p> <p>Can provide examples of how they have responded in a flexible way to a challenging or changing work environment, demonstrating how this response was effective. (B10, B12, B13)</p> <p>Can articulate at least one example from their Learning Journal that demonstrates their relationship management skills and how these have enabled learning outcomes and/or work objectives. (S16, S17, S18, B6, B12)</p> <p>Demonstrates where they acted as a role model for learning culture and the L&amp;D profession. (B4, B14)</p> <p>Can articulate how Management Information and technology can support learning, providing at least one example from their learning journal to support this. (K18, K19, K20)</p>	
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		<p>Can demonstrate their ability to develop organisational plans by providing at least one examples of where they have developed these in conjunction with leaders and other departments as required. (S4, S16, S17, B6, B11, B12)</p> <p>Can articulate when questioned at least one example of where reflection has supported improvements to their work and continuous development and can provide at least one example of how they actively sought feedback to improve their own performance. (S11, B1, B3)</p> <p>Can articulate why feedback is important to quality learning and delivery, illustrating with reference to an example from their Learning Journal where they have done this to support continuous improvement. (S11, B3)</p> <p>Can articulate their ability to use their communication and interpersonal skills to support the achievement of outcomes and objectives in difficult or changing circumstances, providing an example to illustrate this from their Learning Journal. (S15, S16, B11, B12, B13).</p>	
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**End**