



**Accelerate
People**

Qualification Specification

Accelerate People L5 EPA for Learning and Development Consultant
Business Partner ST0563/AP02

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Qualification Objective

The level 5 Learning and Development Consultant Business Partner apprenticeship is one of a suite of apprenticeships that have been designed by industry employers to meet a range of job roles across different industries and sizes of business.

Accelerate People are an end-point assessment organisation (EPAO) for apprenticeship standards that are defined by the Institute for Apprenticeships & Technical Education (IfATE). The [apprenticeship standard](#) and [assessment plan](#) can be found on the [IfATE website](#).

As part of this apprenticeship, all apprentices are required to complete an independent end-point assessment (EPA). The purpose of the EPA is to independently assess that any apprentice on this standard is competent in a relevant job role and can evidence meeting all the assessment criteria relating to the knowledge, skills and behaviours (KSB) outcomes.

The Level 5 Learning and Development Consultant Business Partner Apprenticeship

Role Profile

Learning and development consultant business partner is accountable for ensuring learning and development contributes to, and influences, improved performance in the workplace at an individual, team and organisation level. They also have the commercial responsibility to align learning needs with the strategic ambitions and objectives of the business. They are agents for change, influencing key stakeholders, making decisions and recommendations on what the business can or should do in a learning and development context. They may be involved in influencing organisations to develop strategies to improve performance around sustainability or the embedding of approaches to help the UK reach net carbon zero emissions by 2050. They are also likely to lead on any learning and development related elements of business projects. The learning and development consultant business partner will often have expertise and competence in a specific field whether it be technical, vocational, or behavioural. They link the work they do to the context and strategic priorities of the business and measure the outcomes and impact of any learning interventions, to demonstrate a return on investment and expectation. The role can be a generalist learning and development or

more specialist, where the focus and in-depth expertise is in a specific area such as organisation development, digital and blended learning, resourcing, or talent management. Whichever the area of focus, the role requires a good grounding across all areas of learning and development and is business and future focused. The learning and development consultant business partner role exists within a range of organisations including private, public and third sector. Typically, the individual works alongside colleagues who specialise in human resources (i.e., employee relations, reward, recruitment), often supported by a learning and development administrator and / or learning and development practitioner. They report to a senior learning and development manager, Head of department or Director. In larger organisations, they may be one of a team supporting the business and may have responsibility for managing people and a budget.

Entry Requirements

Qualifications

Apprentices aged 16-18 on their apprenticeship start date, without level 2 English and maths, will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Apprentices aged 19+ on their apprenticeship start date, without level 2 English and maths, are exempt from achieving this prior to taking their EPA; this exemption is by prior agreement between the apprentice and employer.

Experience

There are no pre-requisite knowledge, skills or understanding requirements defined for entry onto this qualification.

EPA Requirements

To successfully complete the level 5 Learning and Development Consultant Business Partner apprenticeship, apprentices must achieve at least a pass in both EPA assessment methods. This EPA consists of two assessments which have the following grades awarded.

EPA1: Work-based project with professional discussion.

- Fail.
- Pass.
- Distinction.

EPA 2: Presentation with question and answers (Q&A) based on the learning journal.

- Fail.
- Pass.
- Distinction.

EPA Gateway

For this apprenticeship all apprentices must spend a minimum of 12 months on programme, of which a minimum of 20% must be spent undertaking off-the-job training, before being eligible to undertake the EPA.

Before starting the EPA, an apprentice must meet the following gateway requirements:

- The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.
- For the work-based project with professional discussion (EPA1) the apprentice must submit a project plan.
- For the presentation with Q&A based on the learning journal (EPA2), the apprentice must have completed their learning journal and submitted it to their employer for review. 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 EPAO must receive the learning journal within one month of the apprentice entering gateway.

Once the apprentice is ready to enter gateway the following must be submitted to progress:

- Gateway form:
 - Confirming any dates the apprentice is unavailable during the EPA period.
 - Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
 - Confirmation signatures that the apprentice is ready for the EPA.
- The project plan, which is part of the Gateway Form (for EPA1).
- Evidence of:
 - Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section), **or**
 - Confirmation that the apprentice is exempt from achieving English and Maths qualifications.
- The apprentices completed learning journal (for EPA2), this must be submitted within a month of the apprentice entering the gateway period.

Apprentices may request additional time if they require a reasonable adjustment. Information on how and when to apply is contained within the reasonable adjustments policy.

The gateway form along with all documentation must be uploaded before the EPA can commence. Failure to upload any of the required documentation may delay the EPA start date.

Knowledge, Skills and Behaviours

There are no mandatory vendor qualifications or knowledge modules for this apprenticeship. Apprentices are expected to be able to demonstrate competence against the assessment criteria specified within the assessment plan. The assessment criteria are based on the following KSBs, which apprentices are expected to be competent in before entering gateway.

Knowledge

K1: Paradigms, theories and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.

- K2:** Legislation and policies that influence learning design and delivery.
- K3:** The merits of different learning delivery channels to select an appropriate face-to-face, blended or digital solution.
- K4:** The latest learning practice, trends and emerging thinking. Current research and appropriate application of best practice and best fit solutions.
- K5:** Positively incorporating diversity and inclusion into learning and development interventions and processes. Researching and applying current best practice in this area.
- K6:** Change management methodologies and the principles of project management.
- 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.
- 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.
- K9:** How business, learning and human resources key performance indicators and metrics build a clear picture of how the business is performing.
- 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 transmission.
- K11:** How to measure the impact, return on investment and expectation of learning on the business.
- 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.
- K13:** The various learning and development roles, responsibilities and skills required to design and deliver face-to-face, blended or digital solutions.
- K14:** The policies and processes required for effective organisation learning.
- K15:** How to prepare, monitor and manage a budget.
- K16:** The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.

K17: How to identify sources, trends and anomalies in data and information.

K18: How to shape internal information systems and how they play a role to support learning.

K19: How technology can support learning, including understanding of digital platforms and delivery channels as relevant to the role.

K20: Emerging technologies that can support effective learning.

Skills

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.

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.

S3: Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.

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.

S5: Initiate the design of interventions and monitor implementation.

S6: Foster and develop an embedded culture of learning and continuous improvement (e.g. through using communication campaigns).

S7: Manage learning and knowledge transfer.

S8: Facilitate collective and social learning using innovative technological solutions.

S9: Influence management at all levels to collaborate and take responsibility for learning initiatives.

S10: Set up and manage action learning sets, coaching and mentoring programmes.

S11: Ensure quality of learning and training delivery through providing feedback to colleagues to ensure continuous improvement of self and others.

S12: Construct and manage a learning and development budget, project, intervention, including managing resources to effectively deliver.

S13: Identify and analyse potential cost savings to ensure maximum value.

S14: Effectively engage, negotiate and manage third party suppliers.

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.

S16: Communicate confidently with people at all levels, including senior management.

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.

S18: Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.

S19: Employ a range of questioning and listening skills to generate brainstorming, discussion and debate, learning and decisions.

S20: Effectively manage challenging learner and group behaviours.

Behaviours

B1: Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.

B2: Probing and inquiring to delve deeper into opportunities, options and solutions.

B3: A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development and improvements.

B4: That they act as a role model for learning within their organisation and across their networks.

B5: They are a trusted partner, acting with integrity, ensuring that clients, partners and learners all feel heard and are confident in their ability to deliver.

B6: They can enable different departments or stakeholders to effectively work together above their own agendas and priorities.

B7: They understand and apply the commercial context, realities and drivers behind learning needs and solutions. 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.

B8: They are focused on outcomes and impacts.

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.

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.

B11: The courage to hold a mirror up to the organisation when diagnosing solutions.

B12: Skilfully navigating through organisational and personal politics.

B13: Responsiveness and flexibility to changing internal and external environments and business needs.

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.

Assessment

EPA1: Work-based Project with Professional Discussion

This EPA has two components:

- Component one: a work-based project report based on post-gateway work.
- Component two: a professional discussion between the independent assessor and the apprentice.

Together, these components give the apprentice the opportunity to demonstrate the assessment criteria and KSBs mapped to this assessment method. They are assessed by an independent assessor.

Component One: Work-based Project Report

The work-based project is a substantive piece of work, requiring the apprentice to demonstrate their learning and development 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) – 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 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 **within seven 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 **five 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 **5,000 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.

Component Two: Professional Discussion

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 probing questions from the independent assessor are allowed to seek clarification. They should be selected to ensure that the independent assessor 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 independent assessor's questions.

Key points:

- The professional discussion will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.
- The professional discussion will last for 75 minutes (+/-10% at the independent assessor's discretion).
- 10-12 questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their work-based project report throughout the questioning.
- Questions will only be based on the evidence submitted for this assessment method.
- Apprentices will have three weeks' notice of the professional discussion date and will take place within four weeks of submission of the work-based project report.

EPA2: Presentation with Questions and Answers Based on the Learning Journal

Apprentices will conduct a 25-minute presentation, presenting key points from the learning journal followed by a 35-minute questions and answers (Q&A) session.

The focus of the [25-minute 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 provide an example from the learning journal that best demonstrates each of the key themes:

- New and emerging trends and developments in the learning and development 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.
- Learning and development specialisms and their business impact:
 - For example, they may want to consider how they have developed their specialist skills in learning and development 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.

It is left to the apprentice to use their creativity to select the most appropriate delivery method/s for their presentation. The independent assessor 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 independent assessor. The independent assessor must ask the apprentice **five-seven open questions**; follow up probing questions by the independent assessor are allowed to seek clarification. These questions should allow the independent assessor 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.

The presentation with Q&A based on learning journal will take place within four weeks within submission of the work-based project report.

Key points:

- The presentation with Q&A will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam for the entire duration.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.

- The presentation with Q&A will last for 60 minutes; 25-minutes for the presentation and 35 minutes (+/-10%) for the Q&A.
- Five-seven open questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their learning journal throughout the assessment.

Assessment Criteria

EPA1: Work-based Project with Professional Discussion

KSBs	Pass Criteria	Distinction Criteria
K1, K5, K6, K7, K8, K9, K10, K11, K15, K16, K17 S1, S2, S3, S5, S9, S12, S13, S15, S19 B2, BS, B7, B8, B9	<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</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>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</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>undertaking the project. (K8, B7, B9)</p> <p>Referenced at least three 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)</p> <p>– using at least three 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&D/industry developments, any regulatory or equality and diversity requirements. (K5, K8, K9)</p> <p>Demonstrates that they collected appropriate data and information</p>	<p>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> <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&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</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>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>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</p>	<p>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>

KSBs	Pass Criteria	Distinction Criteria
	<p>improvement for next time (K7, B8)</p> <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&D expert within their team/organisation. (B5)</p>	

EPA2: Presentation with Questions and Answers based on the Learning Journal

KSBs	Pass Criteria	Distinction Criteria
<p>K2, K3, K4, K12, K13, K14, K18, K19, K20</p> <p>S4, S6, S7, S8, S10, S11, S14, S16, S17, S18, S20</p> <p>B1, B3, B4, B6, B10, B11, B12, B13, B14</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 & A session. (S16)</p> <p>The presentation is structured around providing competency-based examples from the Learning</p>	<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&D practices. (B4, B14)</p> <p>Demonstrated that they respond well to challenges during the Q&A, for example they are able to give</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>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"> • New and emerging trends and developments in the L&D sector (their example might look at K4, K19, K20, S8, B3). • Specialist L&D (their example might look at • K2, K3, K12, K18, S4, S6, S10, S17, S18, B1, B10). • Leadership (their example might look at K13, K14, S7, S14, S16, S17, S20, B4, B6, B11, B12, B13, B14). <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>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> <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&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>

KSBs	Pass Criteria	Distinction Criteria
	<p>Can articulate the key components for a successful L&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 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&D profession. (B4, B14)</p> <p>Can articulate how management</p>	

KSBs	Pass Criteria	Distinction Criteria
	<p>information and technology can support learning, providing at least one example from their learning journal to support this. (K18, K19, K20)</p> <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>	

Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria do not appear in more than one assessment method, therefore assessment criteria failed in one assessment method cannot then be demonstrated in the other assessment method.

All EPA methods must be passed for the EPA to be passed overall.

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.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA as a whole:

Work-based Project with Professional Discussion	Presentation Based on Learning Journal	Overall Grading
Fail in one method or more		Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and Re-takes

Apprentices that fail one or more EPA method will have the opportunity to re-sit/re-take. Resits/retakes 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 two months over the initial six 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 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.
- EPA2- 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.

All re-sit/re-takes will also be graded fail/pass/distinction (so there is no limit to grades on re-sit/retakes) 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 resit/retake.

Specimen

All specimen materials can be accessed by registered training providers from the knowledge area on ACE360.

Accelerate People are an independent EPAO specialising in digital apprenticeship EPAs. If you have any questions or queries relating to this qualification specification or EPA, please contact us using the details below.

Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

Contact Details

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