



**Accelerate
People**

Qualification Specification

Accelerate People L3 EPA for Learning and Development Practitioner
ST0562/AP02

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1.1	November 2024	Amended to move (+/-10%) from overall presentation and Q/A to just Q/A.
2.0	February 2025	Edited gateway requirements to accommodate change in policy for English and Maths requirements.

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Qualification Objective

The level 3 Learning and Development Practitioner 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 3 Learning and Development Practitioner Apprenticeship

Role Profile

Learning and Development (L&D) Practitioners are typically involved with identifying learning / training needs, designing / sourcing training and learning solutions, delivering and evaluating training, and working with stakeholder/business area managers. The role focus is often on the practical delivery of training. The L&D Practitioner will typically have expertise and competence in their specific field whether it be technical, vocational or behavioural (e.g. use of software, food preparation, working in teams). They link the learning within their area of responsibility to business objectives and performance, understanding the learning cycle and working by it. The role can be more specialist, with a focus on and requiring in-depth expertise in a specific area of L&D such as learning design, e-learning or digital / blended learning. Whichever of these is an area of focus; the L&D Practitioner is future focused, understands the business context / culture and has a good grounding across the whole training and learning cycles. 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.

The L&D Practitioner role typically exists in a wide range of organisations including private, public and third sector. The L&D Practitioner role supports the learning and development (L&D) function to contribute to, and influence, improved performance in the workplace at an individual, team and organisation level. Typically, the role would work alongside colleagues who specialise in Human Resources (i.e. employee relations, reward, recruitment) often supported by an L&D Administrator (more junior role) and report to an L&D Business Partner / Consultant / Manager. L&D Practitioners often work with Subject Matter Experts in different parts of the business.

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 3 Learning and Development Practitioner 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: Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.

K2: How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning.

K3: How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.

K4: The latest learning practice.

K5: How diversity and inclusion influence the planning and delivery of L&D interventions.

K6: What their organisation does, its structure, values and its external market and sector. 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.

K7: The commercial context and drivers and process 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.

K8: The various L&D roles that may be required for effective learning and development in an organisation.

K9: Their roles and responsibilities within the L&D structure.

K10: The policies and processes required for effective organisation learning.

K11: The role of data to analyse learning needs and ensure effective delivery.

K12: How internal information systems can support learning.

K13: How technology supports learning, including understanding of digital platforms / delivery channels as relevant.

Skills

S1: Identify and analyse learning needs: establishing team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation. 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. 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 sound questioning and active listening skills to understand requirements and establish root causes i.e., establishing that it really is a learning/training need, before developing L&D solutions.

S3: Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements.

S4: Use effective analytical skills to seek out and analyse information.

S5: Take ownership through to resolution, escalating complex situations as appropriate.

S6: Design, construct and structure training / learning resources to meet a variety of needs, which will include:

- Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources).
- Planning programmes / sessions / modules.
- Selecting appropriate delivery methods.
- Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.).
- Developing materials and resources to support learning.

S7: Confidently engage all learners in structured learner-centred training, primarily of 'content-driven' training resources.

S8: Plan, organise and prepare for a training/learning event/intervention in a timely fashion.

S9: Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques.

S10: Facilitate learning in a face-to-face, blended and digital environment as appropriate.

S11: Monitor a learner's progress and deliver motivational and developmental feedback.

S12: Manage participation, attitudes and behaviours to reach learning objectives.

S13: Use effective coaching skills to enable learners to achieve learning objectives.

S14: Evaluate the impact of learning solutions - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions.

S15: Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate.

S16: Apply techniques to analyse the impact of training from learners' experience.

S17: Communicate and influence well through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience.

S18: Build trust and sound relationships with customers/learners/colleagues.

S19: Handle conflict and sensitive situations professionally and confidentially.

S20: Consistently support colleagues / collaborate within the team and L&D to achieve results.

S21: Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.

Behaviours

B1: Proactively look, listen and question to understand and learn.

B2: An interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development.

B3: A willingness to explore and take risks to learn something new.

B4: Consideration of the needs of key stakeholders, alongside the needs of the business.

B5: They act with integrity and demonstrate organisational values in the way they interact with others.

B6: They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.

B7: An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning and business outcomes and impacts.

B8: Responsiveness and flexibility to changing business and learner needs.

B9: Personal resilience to manage competing priorities.

B10: Confidence in delivery.

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.

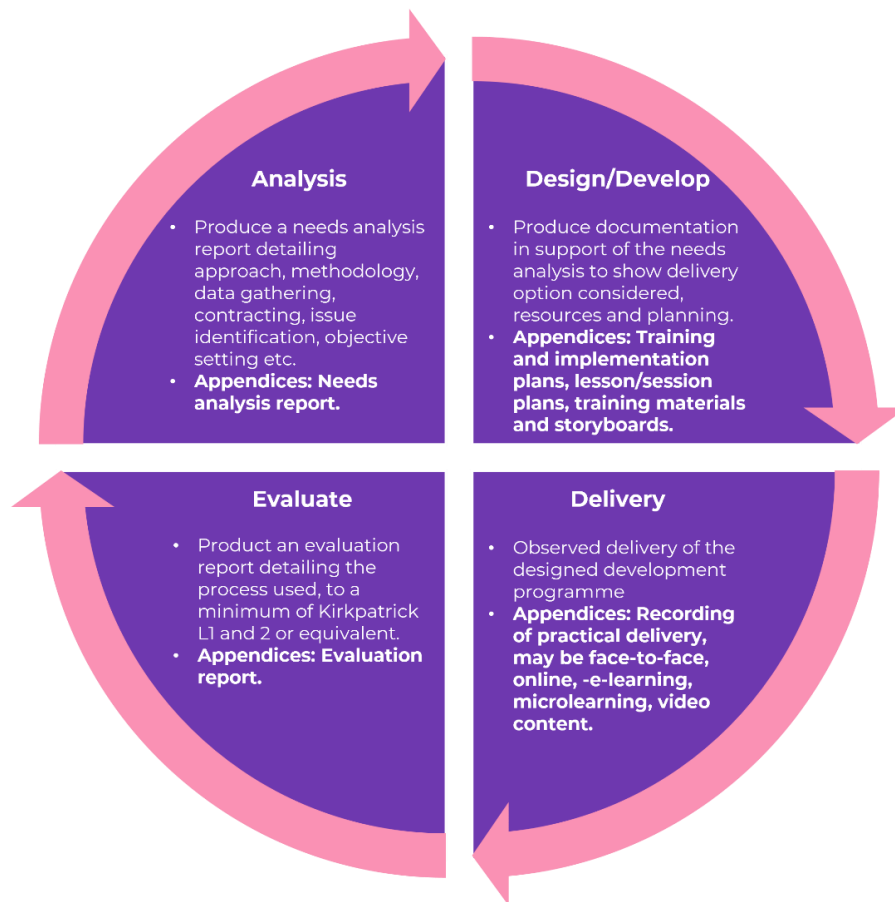
Together, these components give the apprentice the opportunity to demonstrate the assessment criteria and KSBs mapped to this assessment method. They are assessed by an independent assessor.

Component One: Work-based Project Report

The work-based project is a substantive piece of work, requiring the implementation of a learning and development solution to a real business problem. It should be based on real activity done in role (i.e. not simulated) to best demonstrate competence and should demonstrate the aspects of the standard mapped to EPA 1. It should cover all aspects of the learning cycle as defined in the diagram below. The apprentice should agree the project plan with their employer to ensure it meets the requirements, project guidance/criteria from the EPAO will be used to support this process. The employer should send the plan **within one week** of gateway to the EPAO for approval.

The EPAO should notify the employer of its approval/rejection **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 **four 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 **2,250 words (+/- 10%)**, supported by appendices (not included in word count) which will provide evidence of the work completed, examples of those are also defined in the diagram below:



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

Importantly the delivery phase should include actual delivery of the developed solution by the apprentice. This cannot be simulated delivery, to ensure a real work environment and feedback. This should take the format that has been defined by the apprentice as best suiting the learning solution they have developed. Therefore, it is not limited to face-to-face delivery, and may for example, be a webinar, online/e-learning, micro learning sessions or digital video content.

The delivery should be substantive enough to demonstrate competence; whichever method is chosen it must equate to a minimum of two hours and a maximum of seven hours. The delivery should be recorded and included as one of the report's appendices submitted to the EPAO for marking. Therefore, the independent assessor does not have to be present at the delivery but has access to the appropriate delivery recording in order to review and mark that element. Employers and training providers will use project guidance/criteria from the EPAO to support the apprentice to develop a project

plan. The project should be based on a real business requirement (i.e. not simulated) to best test competence.

Component Two: Professional Discussion

The **60-minute (+/- 10%)** professional discussion will be based on the work-based project undertaken by the apprentice.

The independent assessor must ask the apprentice **eight to ten open questions**; follow up probing questions from the independent assessor are allowed to seek clarification. The questions selected by the independent assessor should complement the choice of work-based project. 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.

The professional discussion questions will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

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 60 minutes (+/-10% at the independent assessor's discretion).
- Eight to ten 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 20-minute presentation, presenting key points from the learning journal followed by a 25-minute questions and answers (Q&A) session.

The focus of the **20-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 cover three examples from their learning journal that best demonstrate:

- How they have developed their L&D practice – perhaps how they now do things differently as a result; and/or.
- How they developed their understanding of best practice in that area.

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

It is left to the apprentice to select the most appropriate delivery method/s for their presentation. The 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 **25-minute (+/- 10%) Q&A** session with the independent assessor. The independent assessor must ask the apprentice **three-five 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 45 minutes; 20-minutes for the presentation and 25 minutes (+/-10%) for the Q&A.
- Three to five 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
<p>K1, K3, K5, K6, K7, K11</p> <p>S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S14, S15, S16, S21</p> <p>B4, B6</p>	<p>Has delivered a project that delivers the end-to-end implementation of a learning and development solution, covering each of the key aspects of the training cycle: analysis, design/development, delivery, and evaluation. Has included evidence of the delivery of each aspect of the cycle through the supporting documentation and recordings submitted in the appendices. The appendices should show use of L&D tools and processes to support the delivery of the project. (K3, K7, S1, S2, S3, S4, S6, S8, S10, S14, S15)</p> <p>Articulates in the report how the learning solution delivered in the project is linked to a business problem/requirement and is able to provide evidence that the project has met those, this should include evidence that some sort of needs gap analysis has been undertaken. (K6, K7, S1, S2, S4)</p> <p>Articulates in the report, with links to the project purpose, an understanding of what their organisation does, its structure, and its external market and sector (K6).</p>	<p>Provides evidence that the learning solution delivered has/will result in a real and measurable business benefit/s or improvement/s e.g. can demonstrate this through improvement metrics, early indicators of ROI, learner/stakeholder feedback. (K3, K7, S1, S14, S15, B6)</p> <p>Referenced more than three recognised foundation level theories that underpin effective adult learning and/or group behaviour in project report and provides evidence that the project uses those and/or references more advanced theories/models than those required in the standard (K1).</p> <p>Evidence that planning and delivery of the project goes beyond the expected level of stakeholder management and consultation, for example the apprentice has engaged effectively at senior level, effectively managed a complex set of stakeholders, or has demonstrated contact and consultation external stakeholders as appropriate (S2, S3, S21, B4, B6).</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>Referenced at least three recognised foundation level theories that underpin effective adult learning and/or group behaviour in project report and provides evidence that the project uses those (K1)</p> <p>Evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group. (S2, S3, B4, B6).</p> <p>Provides evidence that they analysed the problem: the apprentice has described and evidenced how they conducted background research, including the collection and analysis of at least one appropriate data/information source (K6, S4, K7, K11) and has identified the training/learning need - this should describe how they consulted to understand needs of the business/team as relevant (S1, S3, B4, B6) – using at least two appropriate tools/techniques to do so (S1, S2, S4).</p> <p>Can demonstrate that they took ownership of the project, referring to seniors if required (S5).</p> <p>Clearly articulate how they decided upon their learning/training delivery option, showing that the decision was thought through and based on research undertaken (S6, K1).</p>	<p>Demonstrates using examples that background, research and needs analysis used more than one source and/or more complex source/s – for example reference to examples in other organisations /broader sector (K1, K7 S15).</p> <p>Can demonstrate critically reasoned choices for the evaluation methods used – demonstrates that they have explored a number of costed options and used an understanding of the features and benefits to select the best suited (S14, S15, S16).</p> <p>Used examples that demonstrate an understanding and insight during the discussion that goes beyond their role. For example, proactively discusses and demonstrates a wider understanding of the challenges and issues facing organisations in the sector/business and how those impact on their work (K6, K7).</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>Describes the process of design for the delivery with some evidence in support of that – for example suitable materials, resources and activities (S6).</p> <p>Can describe how they considered diversity and inclusion factors when planning and doing the delivery (K5).</p> <p>Has provided description and evidence of the practical delivery of their training/learning solution, this should demonstrate that it reflects the delivery design. They can articulate how they used their delivery skills in that delivery, for example this may demonstrate how they used facilitation skills in the delivery, how they have interacted with different learners using questioning techniques (S7, S8, S9, S10).</p> <p>Has provided evidence that they have closed ‘the loop’ on the training cycle – using evaluation and reflection in the form of an evaluation report (appendices). Has provided evidence of the use of at least one evaluation mechanism during the project (minimum of Kirkpatrick L1 and L2 or equivalent) and is able to articulate why they chose that methodology (K3, K11, S14, S15, S16).</p> <p>When questioned can give reasons for the decisions/actions they took in relation to the</p>	

KSBs	Pass Criteria	Distinction Criteria
	<p>learning solution delivered, this should reflect on the requirements of those they have consulted with to support those decisions (B4, B6).</p> <p>When questioned can provide an example of how they have formed strong working relationships in the team and/or wider business during the project (S21).</p>	

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

KSBs	Pass Criteria	Distinction Criteria
<p>K2, K4, K8, K9, K10, K12, K13</p> <p>S11, S12, S13, S17, S18, S19, S20</p> <p>B1, B2, B3, B5, B7, B8, B9, B10</p>	<p>The presentation is delivered to a 15-minute timeframe.</p> <p>They can demonstrate active use of reflection: they can describe using at least one example of how they have reflected on activities and/or learning undertaken and can articulate how could support improvements to their future performance – this may be improved knowledge, practical delivery or behaviours. (B1, B2, B3)</p> <p>The presentation is delivered using an appropriate media, which allows clear delivery of the presentation's points. The apprentice shows competence in their delivery style – the key points from the presentation are understood and have links to KSBs. (S17, B10)</p>	<p>Can provide examples of where their reflective activity has gone to next level – by providing evidence of how they have actually implemented improvements in their practice based on their reflection – again this may be evidence of improved knowledge, practical delivery or business behaviours. (B1, B2, B3)</p> <p>Demonstrated that their reflection takes account of the bigger picture – for example the organisations objectives, or emerging trends and issues in the organisation's sector or L&D. (B7)</p> <p>The delivery of the presentation uses more than one relevant media to best get across the presentations' points, they demonstrate assured delivery: the</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>The presentation is structured around providing three examples from the learning journal that best demonstrate how they have developed their own practice (their examples might look at S11, S12, S13, S17, S18, S19, S20, B5) and/or developed their understanding of what best practice looks like in a particular area. (their examples might refer to K2, K4, K8, K9, K10, S11, S12, S13, B5)</p> <p>Can show an understanding of latest learning practice for example providing examples of where they have considered these in their learning journal. (K4, B1, B2)</p> <p>Can articulate how different learning channels contribute to learning, providing an example of considering options for channel/s from their learning journal. (K2)</p> <p>Can articulate the key components of an L&D function. (K8, K9, K10)</p> <p>Can articulate why good internal Information systems and technology can support learning, providing at least one example from their learning journal to support this. (K12, K13)</p> <p>Can articulate why it's important to provide feedback to learners on their progress and illustrate this with at least one example from their learning journal. (S11)</p> <p>Can demonstrate at least one example of where they have used</p>	<p>examples they make in their presentation are easy to understand and are explicitly linked to the KSB/s they want to demonstrate (S17, B10)</p> <p>They can illustrate that they take development opportunities further, for example by acting as a role-model for others, supporting other's development. (S20, B2, B7)</p> <p>Through examples provided or when questioned they demonstrate a drive to progress or seek additional learning opportunities for example, by proactively sharing new ideas or best practice, by going beyond the requirements of their role, looking for additional responsibilities or opportunities, such as work shadowing or additional projects or by taking risks to learn or progress. (B2, B3, B5, B7, B8)</p>

KSBs	Pass Criteria	Distinction Criteria
	<p>facilitation skills and/or coaching to manage learner participation and support learners to reach learning objectives. (S12, S13)</p> <p>Can articulate how they have developed their communication and interpersonal skills in the workplace and provide at least one example of how they used these skills effectively e.g. used a suitable method of communication to influence a particular audience, handled a difficult situation/conflict, collaborated within the team, supported colleagues. (S17, S18, S19, S20)</p> <p>They can describe what their organisation's values are and illustrated how they have demonstrated at least one those values when they have worked with others. (B5)</p> <p>During questioning can articulate the range of their work and the reasons for the actions evidenced in the learning journal. (S17)</p> <p>When questioned can provide an example from their Learning Journal that illustrates their energy and enthusiasm for work (B7), for example they can illustrate how actions they took supported completion of a task/project.</p> <p>When questioned can provide an example from their learning journal that demonstrates their ability to manage multiple tasks/competing priorities and take a flexible approach – for</p>	

KSBs	Pass Criteria	Distinction Criteria
	example they can describe what they did to manage these tasks, any systems they put in place to monitor, how they made decisions over prioritisation (B9, B8).	

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.

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.

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	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	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 five 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

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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