End-Point Assessment
Learning & Development Consultant
Business Partner Level 5 (V1.0)
Support Pack

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CONTENTS

INTRODUCTION

This document sets out the requirements, advice and guidance for the End-Point Assessment (EPA) of the Learning & Development Consultant Business Partner Level 5 apprenticeship standard. This document is designed for apprentices, employers and training providers involved within the End-Point Assessment of an apprentice studying Learning & Development Consultant Business Partner Level 5.

An apprentice for Learning & Development Consultant Business Partner Level 5 should typically spend up to 18 months on programme, although this may vary depending on previous experience.

This support pack is divided into sections covering all the relevant aspects of EPA for the Learning & Development Consultant Business Partner Level 5.
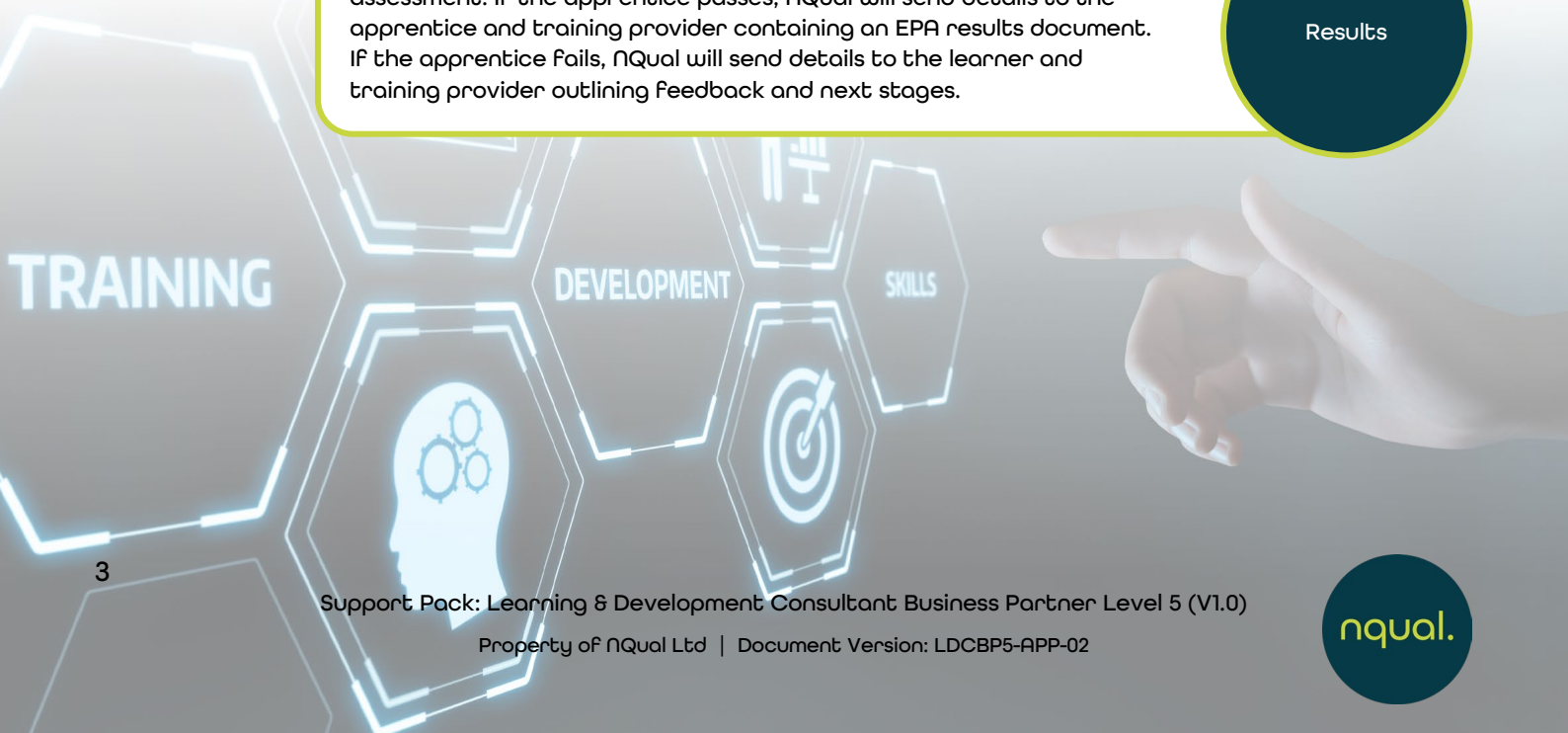
Should you require any further information other than the guidance in this document, please do not hesitate to contact *admin@nqual.co.uk*

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education, Learning & Development Consultant Business Partner Level 5 Assessment Plan. For reference, you can find this document.

Learning & Development Consultant Business Partner L5 EPA Plan (instituteforapprenticeships.org)

EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a maximum of 4 weeks prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the gateway form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

Assessment

The apprentice will complete a Work-Based Project with Professional Discussion and a Presentation and Q&A Based on Learning Journal.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

Results

GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for Learning & Development Consultant Business Partner Level 5 outline the apprentice must have:

- Achieved maths and English level 2
- Completed a Learning Journal for submission
- A Project Plan, ready for approval by NQual

The Gateway form must be sent to NQual 4 weeks before End-Point Assessment is carried out, along with the evidence listed above.

You can access the NQual Gateway form by emailing: *admin@nqual.co.uk*

*For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language

LEARNING JOURNAL

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

Rather than specifying exact timings for the regularity of journal entries, entries 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 (*please note that this is not an exhaustive list).

The aim is that the apprentice will reflect on activities where key learning has taken place, and should always be aligned to the required knowledge, skills and behaviours mapped to the presentation/Q&A. It is anticipated that these entries should happen at least every 4 weeks to ensure an ongoing appraisal of the learning journey.

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

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 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. It may also be helpful to include the 3 key themes in the heat map, to best prepare for the presentation component. The inclusion of this practical analysis tool will also help the Independent Assessor in reviewing the journal.

The apprentice's employer must sign-off the journal before it is submitted for review by NQual.

The learning journal is not marked as part of the EPA process but will be required by the independent assessor to review and to prepare questions.

COMPONENTS OF END-POINT ASSESSMENT

Work-Based Project with Professional Discussion

This method has two components. First the apprentice will complete a Work-Based Project before progressing onto a Professional Discussion based on their project. The apprentice has up to 5 months to complete the project for submission to NQual.

Component 1: Work-Based Project

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 a real activity done in the role (i.e. not simulated), and should demonstrate the aspects of the criteria mapped to this assessment method.

The apprentice should agree the project plan with their employer. The employer should send the plan to NQual at Gateway for approval.

The project report should describe what the apprentice did, how they did it and the outputs that resulted from the project.

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 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.

Component 2: Professional Discussion

This will be a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation to confirm their competency across all KSBs for this assessment method.

The Professional Discussion must last 75 minutes and will be based on the Work-Based Project undertaken by the apprentice. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow completion of the last answer. Further time may be granted for apprentices with appropriate needs and reasonable adjustments.

Independent assessors will ask between 10-12 questions and may ask follow-up questions for clarification

purposes and to allow you to cover the KSBs for this assessment method.

Apprentices may refer to their project report when answering the independent assessor's questions.

The Professional Discussion will ideally be taken on the same day as the presentation.

Presentation and Q&A Based on Learning Journal

The presentation will last 25-minutes and is to be used to provide an opportunity to demonstrate the attained skills, knowledge and behaviours, using examples from the journal that best evidence these.

The Presentation must focus on how they demonstrate the skills, knowledge and behaviours within the standard mapped to this assessment method, 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;

- New and emerging trends and developments in the L&D sector
- L&D Specialisms and their Business Impact
- Leadership

It is left to the apprentice to use their creativity to select the most appropriate delivery method/s for their presentation. The 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 will ask 5-7 questions as a minimum. These questions will 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.

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END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Work-Based Project with Professional Discussion	Presentation and Q&A Based on Learning Journal
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/best fit solutions.		✓
K5	Positively incorporating diversity and inclusion into L&D 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 / ROI/ ROE.	✓	
K8	Their organisation's vision, mission, values, strategy, plans and stakeholders; its external market and sector and the opportunities and the 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 HR 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/expectation of learning on the business.	✓	
K12	The L&D structure required to meet business needs, and whether this should be inhouse, outsourced and how to source specialist expertise when required.		✓
K13	The various L&D roles, responsibilities and skills required to design and deliver face-to-face, blended or digital solutions as appropriate to their role.		✓
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/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 / delivery channels as relevant to the role.		✓
K20	Emerging technologies that can support effective learning.		✓
Skills			
S1	Work as an L&D business partner or consultant across the whole organisation	✓	

	or key functions / 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 / L&D / succession plan that addresses gaps and fulfils skills, resourcing, talent, and future leadership needs in the partner / 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 an L&D budget/project/intervention, including managing the 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 L&D functions, together with relevant external organisations to deliver business results from L&D 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/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 alike feel heard and confident in their ability to deliver.	✓	
B6	They can enable different departments or groups 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 up 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 L&D profession, inspiring and galvanising others around learning solutions, ensuring that learning is embedded and delivers ambitious goals, outcomes and timelines.		✓

GRADING & CRITERIA

Assessments will result in the apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to pass the overall End-Point Assessment, the apprentice must pass both elements of the End-Point Assessment.

An apprentice must achieve a minimum of a Pass in both components to achieve a Pass overall. To achieve a 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 Learning Journal. To achieve Distinction grade overall the apprentice must achieve a Distinction in both of the End-Point Assessment methods.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

The final grade will be decided on the following combinations.

Assessment Methods 1: Work-Based Project with Professional Discussion	Assessment Methods 2: Presentation and Q&A Based on Learning Journal	Overall Grade
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

The Pass and Distinction grading descriptors can be found in the tables below, separated into Work-Based Project with Professional Discussion and Presentation and Q&A Based on Learning Journal.

Grading Descriptors for Work-Based Project with Professional Discussion

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
K1 K5 K6 K7 K8 K9 K10 K11 K15 K16 K17 S1 S2 S3 S5 S9 S12 S13 S15 S19 B2 B5 B7 B8 B9	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). 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). 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). Referenced at least 3 recognised theories/models that underpin effective adult learning in project report and provides evidence that the project uses those (K1). 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	Provides evidence that the project's outcomes result in a real and measurable business benefit/s 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). Evidence of adaptation of models/theories or paradigms to better support the specific project (K1). During the project and the consultancy activities undertaken, show that they have been able to actively influence up, down and across the organisation, in particular 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). 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	**Pass** Work through the pass and distinction criteria. In addition to this, you may find the below guidance helpful; Ensure that the project process includes the elements as stated in the pass criteria. The choice of project should support a business requirement and your evidence should show how. Models that underpin adult learning may include; Andragogy, Transformative Learning Theory, Experiential Learning Theory, Self-Directed Learning, Humanist Learning Theory (not an exhaustive list) and there must be a minimum of 3 shown within the project. Questioning techniques may include; Open and Closed Questions, Probing Questions, Reflective Questions, Leading Questions, Clarifying Questions (not an exhaustive list). Consultancy techniques may include; Active Listening, Setting SMART Goals, Feedback Loops, Problem Solving Frameworks (not an exhaustive list).

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 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).

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. Has considered and planned for budgetary/resource requirements (K6, K15, S12, S13, B7).

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).

Describes how they implemented the solution, using appropriate project management, and if relevant, change management principles to monitor (K6, S5).

thinking beyond the organisation today, which may include consultation outside of the business. (K1, K8, S15).

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).

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).

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).

Equality and Diversity requirements can link to the Equality Act and also individual needs of employees or stakeholders of the project.

Appropriate Project Management could include use of planning and monitoring tools (SWOT, Gantt charts, RACI Matrix, Fishbone Diagram) and techniques, as well as project management principles.

Change management principles can be included if relevant, along with relevant change management theories (e.g. Kotter).

Project evaluation tools may include Balanced Scorecards, KPIs. Stakeholder Analysis. Six Sigma Tools, Earned Value Management, Cost benefit Analysis (not an exhaustive list).

Distinction

You will show awareness of sustainable change following on from your project implementation.

Your research will show benchmarking from other organisations, and what you can learn from them.

You show the ability to be innovative in terms of costings and budget control.

Strong working relationships are evident in your examples.

You show wider knowledge of your sector and the factors impacting it (you may consider PESTLE factors).

	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). 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). 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). Can provide examples from the project that demonstrates them as a sound L&D expert within their team/organisation (B5).	

Grading Descriptors for Presentation and Q&A Based on Learning Journal

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
K2 K3 K4 K12 K13 K14 K18 K19 K20 S4 S6 S7 S8 S10 S11 S14 S16 S17 S18 S20 B1 B3 B4 B6 B10 B11 B12 B13 B14	The presentation is delivered to a 25-minute timeframe. 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). Professional communication skills are demonstrated during the presentation and Q&A session (S16). The presentation is structured around providing competency-based examples from the Learning journal that best demonstrate how they have reflected on ad developed their own practice in each of the key themes: • 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) During questioning can describe the range of their work and the reasons for the actions	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). 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). Demonstrated that they respond well to challenges during the Q&A, for example they are able to give critically reasoned responses even when challenged (S20). Can provide examples of where their reflective activity, facilitation and/or ideas have created positive change or impact for team/organisation/project (B1, B3). 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). Articulates deep insights into own style and impact and gives an example of how they have	**Pass** Work through the pass and distinction criteria. In addition to this, you may find the below guidance helpful; Pass- the presentation must be to time and contain examples from the learning journal that best demonstrate your own practices on the specialist L&D themes (as detailed in the pass column). There must be clear links to the KSBs. There must be demonstration of good communication skills in your examples as well as in your EPA presentation and Q&A. You should demonstrate knowledge and use of new and emerging thinking in the L&D sector, with examples of your research and findings in your learning journal. Links to legislation and policy should relate to your role and how they impact your activities specifically. **Distinction** The presentation is delivered using more than one media- for example there may be a mixture of slides, images, graphics, audio (not an exhaustive list) to best show the points you want to highlight.

	evidenced in the Learning Journal when tested (S16, S20). 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). Can articulate an understanding of legislation and policies appropriate to their role/organisation and state why these influence learning design/delivery (K2). Shows they understand the merits of different learning channels, by providing reason/s for selection of learning channel/s from their learning journal (K3). 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). 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). Can provide at least one example to demonstrate where they have effectively used their facilitation skills to deliver a learning outcome or demonstrate how they have developed these skills (S18, S20). Can provide examples of how they have responded in a flexible way to challenging or	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). 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).	Evidence to show reflective activities could include reflective logs, action plans or feedback from relevant stakeholders.

	changing work environment, demonstrating how this response was effective. (B10, B12, B13). 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). Demonstrates where they acted as a role model for learning culture and the L&D profession (B4, B14). 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). 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). 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 on example of how they actively sought feedback to improve their own performance (S11, B1, B3). 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/s (S11, B3).	

	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).		

Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

All assessment methods must be taken within a 2-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Distinction (there is no limit to grades on re-sit / retakes). Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

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