Training Qualifications UK

TQUK Level 5 End-Point Assessment for ST0563 **Learning and Development Consultant Business Partner** V1.0 and V1.1

Qualification Number: 603/3866/0

Standard Specification

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Key Information

Reference:	ST0563
Version:	V1.0 and V1.1
Level:	5
Typical duration to gateway:	18 months
Maximum EPA period:	5 months
Maximum funding:	£7000
Route:	Business and administration
Approved for delivery:	8 August 2018
Date updated:	07/06/2022
Lars code:	325
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Making sure that learning and development contributes to improved performance in the workplace.

Occupation Summary

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 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 the team supporting the business, and may have responsibility for managing people and a budget.

Link to Professional Registration and Progression

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

Assessment Methods

This end-point assessment (EPA) consists of two assessment methods:

- Work-Based Project with Professional Discussion
- Presentation and Q&A

Assessment Order

The assessment process will be completed in the following order:

1. Work-Based Project with Professional Discussion
2. Presentation and Q&A

EPA Window

EPA will take a maximum of five months from the apprentice being accepted through gateway.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Learning Journal
- Work-Based Project Scope

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Work-Based Project with Professional Discussion

Work-Based Project

For this component of the assessment, the apprentice is required to complete a project in which they develop and implement a solution to a real business problem and submit a **5000-word** (+/-10%) formal business report.

The apprentice will submit a work-based project scope at gateway. At the apprentice's assessment planning meeting, the End-Point Assessor will confirm whether the scope of the project encompasses all the KSBs assessed. If the apprentice's scope is not approved, they will have one week to resubmit.

Once the scope has been approved, the apprentice will have **four months** to complete work based project and write their report. 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 report should include evidence of how the project was delivered and the outcomes achieved. Evidence can be included as appendices, e.g. relevant emails, evaluation forms, evidence of return on investment/expectations, and client feedback.

Professional Discussion

The professional discussion will take place within four weeks of the apprentice's project submission date. The discussion will last **75 minutes** (+/-10%). The End-Point Assessor will ask the apprentice **10-12 open questions** to:

- check the apprentice's understanding of what was delivered in the project
- test any KSBs not evidenced within the project report, and
- give them the opportunity to reach all grade boundaries

The apprentice is permitted to bring the apprentice's project report into the assessment with them for reference.

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

KSBs and Grading Criteria

Pass	**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	Change management methodologies, and the principles of project management.
	K7	Consultancy tools and techniques, for example the use of SWOT, Five Whys, weighted matrix etc., providing costed recommendations and projected impact/ROI/ROE.
	K10	The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation.
	K11	How to measure the impact, return on investment/expectation of learning on the business.
	K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.
	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.
	S3	Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.
	S5	Initiate the design of interventions and monitor implementation.
	S9	Influence management at all levels to collaborate and take responsibility for learning initiatives.
	S12	Construct and manage an L&D budget/project/intervention, including managing the resources to effectively deliver.
	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.

Pass	**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	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.
	K9	How business, learning and HR key performance indicators and metrics build a clear picture of how the business is performing.
	K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.
	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.
	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	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.
	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.
	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.
	Referenced at Least Three Recognised Theories/Models That Underpin Effective Adult Learning in Project Report, and Provides Evidence That the Project Uses Those.	
	K1	Paradigms, theories, and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.

Pass	**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 – Using at Least Three Appropriate Consultancy and Questioning Techniques to Do So. For Example, the Report or Annexes Shows Use of Tools to Deliver This Like SWOT, Five Whys, Brainstorming Sessions, Organisational Needs Analysis, Etc**	
	K7	Consultancy tools and techniques, for example the use of SWOT, Five Whys, weighted matrix etc., providing costed recommendations and projected impact/ROI/ROE.
	K10	The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation.
	K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.
	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.
	S9	Influence management at all levels to collaborate and take responsibility for learning initiatives.
	S19	Employ a range of questioning and listening skills to generate brainstorming, discussion, and debate, learning and decisions.
	B2	Probing and inquiring to delve deeper into opportunities, options, and solutions.
	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.
	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	Positively incorporating diversity and inclusion into L&D interventions and processes. Researching and applying current best practices in this area.
	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.
	K9	How business, learning and HR key performance indicators and metrics build a clear picture of how the business is performing.
	Demonstrates That They Collected Appropriate Data and Information and Conducted Relevant Data Analysis as Part of the Project. For Example, Key Performance Indicators and Metrics, Benchmarking Data, Qualitative and Quantitative Data.	
	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.

Pass	**Has Considered and Planned for Budgetary/Resource Requirements.**	
	K6	Change management methodologies, and the principles of project management.
	K15	How to prepare, monitor and manage a budget.
	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.
	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.
	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	Positively incorporating diversity and inclusion into L&D interventions and processes. Researching and applying current best practice in this area.
	S3	Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.
	B2	Probing and inquiring to delve deeper into opportunities, options, and solutions.
	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.
	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.
	Describes How They Implemented the Solution, Using Appropriate Project Management, and if Relevant, Change Management Principles to Monitor.	
	K6	Change management methodologies, and the principles of project management.
	S5	Initiate the design of interventions and monitor implementation.
	Has Demonstrated That the Project Outcomes Are Implemented in a Way That Means Measurement of the Success of Those Outcomes is Possible.	
	K6	Change management methodologies, and the principles of project management.
	K7	Consultancy tools and techniques, for example the use of SWOT, Five Whys, weighted matrix etc., providing costed recommendations and projected impact/ROI/ROE.
	K11	How to measure the impact, return on investment/expectation of learning on the business.
	K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.
	S5	Initiate the design of interventions and monitor implementation.
	B8	They are focused on outcomes and impacts.

Pass	**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	Consultancy tools and techniques, for example the use of SWOT, Five Whys, weighted matrix etc., providing costed recommendations and projected impact/ROI/ROE.
	B8	They are focused on outcomes and impacts.
	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	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.
	Can Provide Examples From the Project That Demonstrates Them as a Sound L&D Expert Within Their Team/Organisation.	
	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.

Distinction	**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	Consultancy tools and techniques, for example the use of SWOT, Five Whys, weighted matrix etc., providing costed recommendations and projected impact/ROI/ROE.
	K11	How to measure the impact, return on investment/expectation of learning on the business.
	K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.
	S13	Identify and analyse potential cost savings to ensure maximum value.
	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.
	Evidence of Adaptation of Models/Theories or Paradigms to Better Support the Specific Project.	
	K1	Paradigms, theories, and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.
	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	Influence management at all levels to collaborate and take responsibility for learning initiatives.
	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.
	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.

Distinction	**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	Paradigms, theories, and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.
	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.
	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.
	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	How to prepare, monitor and manage a budget.
	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.
	B2	Probing and inquiring to delve deeper into opportunities, options, and solutions.
	B8	They are focused on outcomes and impacts.
	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 the Achievement of Business Goals/Benefits.	
	S9	Influence management at all levels to collaborate and take responsibility for learning initiatives.
	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.
	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.
	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	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.

Learning Journal

Throughout the apprentice's apprenticeship programme, the apprentice is required to develop a learning journal.

They will make entries as learning events or activities take place, including but not limited to:

- attending a meeting
- designing learning
- delivering or attending training
- observing colleagues
- attending coaching sessions, and
- providing coaching sessions

They may also record feedback from others, such as emails, recordings, or written statements, in the apprentice's journal.

The apprentice's learning journal must include a regularly updated summary, such as a heat map, which shows their own assessment of the apprentice's starting point and progression towards meeting each of the knowledge, skills and behaviours (KSBs). A **learning journal and heat map template** in Excel format is available to download from EPAPro for this purpose.

In addition to reflection on the apprentice's own development journey, their learning journal must include reflection on the following **three themes**:

- new and emerging trends in the learning and development sector. For example, the apprentice may reflect on and give the apprentice's assessment of the way new technologies or delivery styles support training in their workplace
- learning and Development specialisms and their business impact. For example, they may consider how the apprentice has developed the apprentice's specialist skills, such as supporting and embedding a learning culture, facilitating social learning, how the apprentice has developed and use effective facilitation/questioning/debate, examined equality and diversity in learning policies, develop organisational plans (e.g. succession and talent planning), made decisions on learning delivery channels, or worked with suppliers
- leadership. For example, they may wish to include feedback from the apprentice's team/line reports on their leadership/management and reflect on how this may have developed or changed over time

The apprentice and the employer must also sign the declarations of authenticity on the **learning journal cover sheet**. Journals without a signed cover sheet will be rejected at gateway.

The training provider will submit the apprentice's learning journal, heat map and cover sheet at gateway.

The apprentice's learning journal will not be directly assessed. However, the apprentice is required to choose examples from their learning journal to use as the basis for their Presentation. The End-Point Assessor will also review the apprentice's journal to prepare for the presentation and Q&A.

Presentation and Q&A

Presentation

The apprentice's presentation must cover examples from their learning journal that best demonstrate the following **three themes**:

- new and emerging trends in the learning and development sector
- learning and development specialisms and their business impact, and
- leadership

These must be competency-based examples evidencing how they demonstrated the knowledge, skills and behaviours assigned to this assessment method, linked to relevant theories or models.

The apprentice is free to choose the format of their presentation. The End-Point Assessor will assess the content of the apprentice's presentation as well as their delivery style, clarity, and communication skills, according to the pass and distinction criteria.

Presentation must last **25 minutes** (+/-10%).

Question and Answer Session

There will be a short break following the presentation to allow the End-Point Assessor to prepare questions. The question and answer session will last **35 minutes** (+/-10%).

The apprentice will be asked **five to seven** base questions to:

- further explore the learning journal entries they included in the apprentice's presentation, and
- test the knowledge, skills and behaviours assigned to this assessment method

Apprentices may refer to the learning journal during the assessment.

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

KSBs and Grading Criteria

Pass	**The Presentation is Delivered to a 25-Minute (+/-10%) Time Frame.**	
	The Presentation is Structured Around Providing Competency Based Examples From the Learning Journal That Best Demonstrate How They Have Reflected on and Developed Their Own Practice in Each of the Key Themes: • **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)**	
	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	Communicate confidently with people at all levels, including senior management.
	S18	Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.
	Professional Communication Skills Are Demonstrated During the Presentation and Q&A Session.	
	S16	Communicate confidently with people at all levels, including senior management.
	During Questioning Can Describe the Range of Their Work and the Reasons for the Actions Evidenced in the Learning Journal When Tested.	
	S16	Communicate confidently with people at all levels, including senior management.
	S20	Effectively manage challenging learner and group behaviours.
	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	The latest learning practice, trends, and emerging thinking. Current research and appropriate application of best practice/best fit solutions.
	B3	A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.
	Can Articulate an Understanding of Legislation and Policies Appropriate to Their Role/Organisation and State Why These Influence Learning Design/ Delivery.	
	K2	Legislation and policies that influence learning design and delivery.
	Shows They Understand the Merits of Different Learning Channels, by Providing Reason(s) for Selection of Learning Channel(s) From Their Learning Journal.	
	K3	The merits of different learning delivery channels to select an appropriate face-to-face, blended, or digital solution.

Pass	**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	The L&D 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 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.
	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	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.
	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.
	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	Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.
	S20	Effectively manage challenging learner and group behaviours.
	Can Provide Examples of How They Have Responded in a Flexible Way to Challenging or Changing Work Environment, Demonstrating How This Response Was Effective.	
	B10	Personal resilience to manage competing outcomes of their work through co-priorities, ensuring that they deliver the design and a full understanding of the impact they have on others.
	B12	Skilfully navigating through organisational and personal politics.
	B13	Responsiveness and flexibility to changing internal and external environments and business needs.

Pass	**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	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.
	B6	They can enable different departments or groups to effectively work together above their own agendas and priorities.
	B12	Skilfully navigating through organisational and personal politics.
	Demonstrates Where They Acted as a Role Model for Learning Culture and the L&D Profession.	
	B4	That they act as a role model for learning within their organisation and across their networks.
	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.
	Can Articulate How Management Information and Technology Can Support Learning, Providing at Least One Example From Their Learning Journal to Support This.	
	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.
	Can Demonstrate Their Ability to Develop Organisational Plans by Providing at Least One Example of Where They Have Developed These in Conjunction With Leaders and Other Departments as Required.	
	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.
	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.
	B6	They can enable different departments or groups to effectively work together above their own agendas and priorities.
	B11	The courage to hold up a mirror up to the organisation when diagnosing solutions.
	B12	Skilfully navigating through organisational and personal politics.

Pass	**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	Ensure quality of learning and training delivery through providing feedback to colleagues to ensure continuous improvement of self and others.
	B1	Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.
	B3	A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.
	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	Ensure quality of learning and training delivery through providing feedback to colleagues to ensure continuous improvement of self and others.
	B3	A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.
	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.	
	S16	Communicate confidently with people at all levels, including senior management.
	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.

Distinction	**The Delivery of the Presentation Uses More Than One Relevant Medium 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	Communicate confidently with people at all levels, including senior management.
	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	That they act as a role model for learning within their organisation and across their networks.
	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.
	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	Effectively manage challenging learner and group behaviours.
	Can Provide Examples of Where Their Reflective Activity, Facilitation and/or Ideas Have Created Positive Change or Impact for Team/Organisation/ Project.	
	B1	Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.
	B3	A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.
	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	The latest learning practice, trends, and emerging thinking. Current research and appropriate application of best practice/best fit solutions.
	B3	A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.

Distinction	**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	They can enable different departments or groups to effectively work together above their own agendas and priorities.
	B10	Personal resilience to manage competing outcomes of their work through co-priorities, ensuring that they deliver the design and a full understanding of the impact they have on others.
	B12	Skilfully navigating through organisational and personal politics.
	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.
	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	Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.
	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.
	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.

Overall Grading

This standard is graded distinction, merit, pass or fail. Each assessment component is graded individually. Once the apprentice has completed all components, the grades are combined as described in the table below to determine the apprentice's overall grade.

Work-Based Project	Presentation with Q&A	Overall Grade
Pass	Pass	Pass
	Distinction	
Distinction	Pass	Merit
	Distinction	Distinction

A fail in any assessment component will result in a fail overall.

Resits and Retakes

If the apprentice fails either of the assessment components, they will be eligible for a resit or retake. In such cases, the full range of grades will be available to them.

If the apprentice fails the work-based project and professional discussion, the apprentice will have **two months** from initial five-month EPA window to resubmit the apprentice's project and complete the professional discussion.

If the apprentice fails the presentation with Q&A, the apprentice will have **two months** from the original fail notification to resit or retake this assessment.

The employer will determine the number of attempts the apprentice is permitted to make.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.