Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST0562 **Learning and Development Practitioner** V1.0

Qualification Number: 603/3867/2

Standard Specification

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Key Information

Reference:	ST0562
Version:	V1.0
Level:	3
Typical duration to gateway:	18 months
Maximum EPA period:	5 months
Maximum funding:	£6000
Route:	Business and administration
Approved for delivery:	08 August 2018
Date updated:	07 June 2022
Lars code:	326
EQA provider:	Ofqual

A temporary dispensation has been applied to the end point assessment plan for this apprenticeship. The dispensation will last from 29 May 2024 to 24 May 2025 but may be withdrawn if the assessment plan is revised sooner or the dispensation is no longer necessary.

The key changes are:

For the work-based project with professional discussion assessment method, organisations can use their own, suitably-qualified assessor to observe the training being delivered by the apprentice, or watch a recording of it, and complete a witness statement commenting on how the apprentice demonstrated competence of Skills S6, S7, S9 and S10.

Apprentices can submit the witness statement in the appendices of their work-based report instead of a video recording, along with any other supplementary evidence (e.g. resource planning, sessions plans, evaluation report of the training session), to support the assessment of S6, S7, S9 and S10.

Apprenticeship Summary

Overview of the Role

Identifying, creating and delivering appropriate training needs.

Occupation Summary

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.

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.

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

Preferred 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

Please see the temporary dispensation information on page 3 above.

Work-Based Project

For this component of the assessment, the apprentice is required to complete a Project in which the apprentice develops and implements a solution to a real business problem and submits a **2250-word** (+/-10%) executive summary-style 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 knowledge, skills, and behaviours (KSBs) assessed. If 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 the Project and write the report. The report must include:

- a summary of the project containing evidence of how it was implemented/delivered at **all stages** of the training cycle
- appendices providing further evidence of each stage
- the actions undertaken and decisions made
- the delivery outputs achieved

The delivery phase must include the apprentice delivering the developed solution to real learners; simulated delivery is not permitted. The apprentice may choose the format, such as face-to-face, webinar, e-learning, micro-learning sessions or digital video content. Recording(s) of the delivery must be included as one of the appendices to the report, totalling a minimum of two hours and a maximum of seven hours.

Professional Discussion

The professional discussion will take place within two weeks of the apprentice's project submission date. The discussion will last **60 minutes** (+/-10%). The End-Point Assessor will ask the apprentice **8-10 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 the apprentice the opportunity to reach all grade boundaries

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

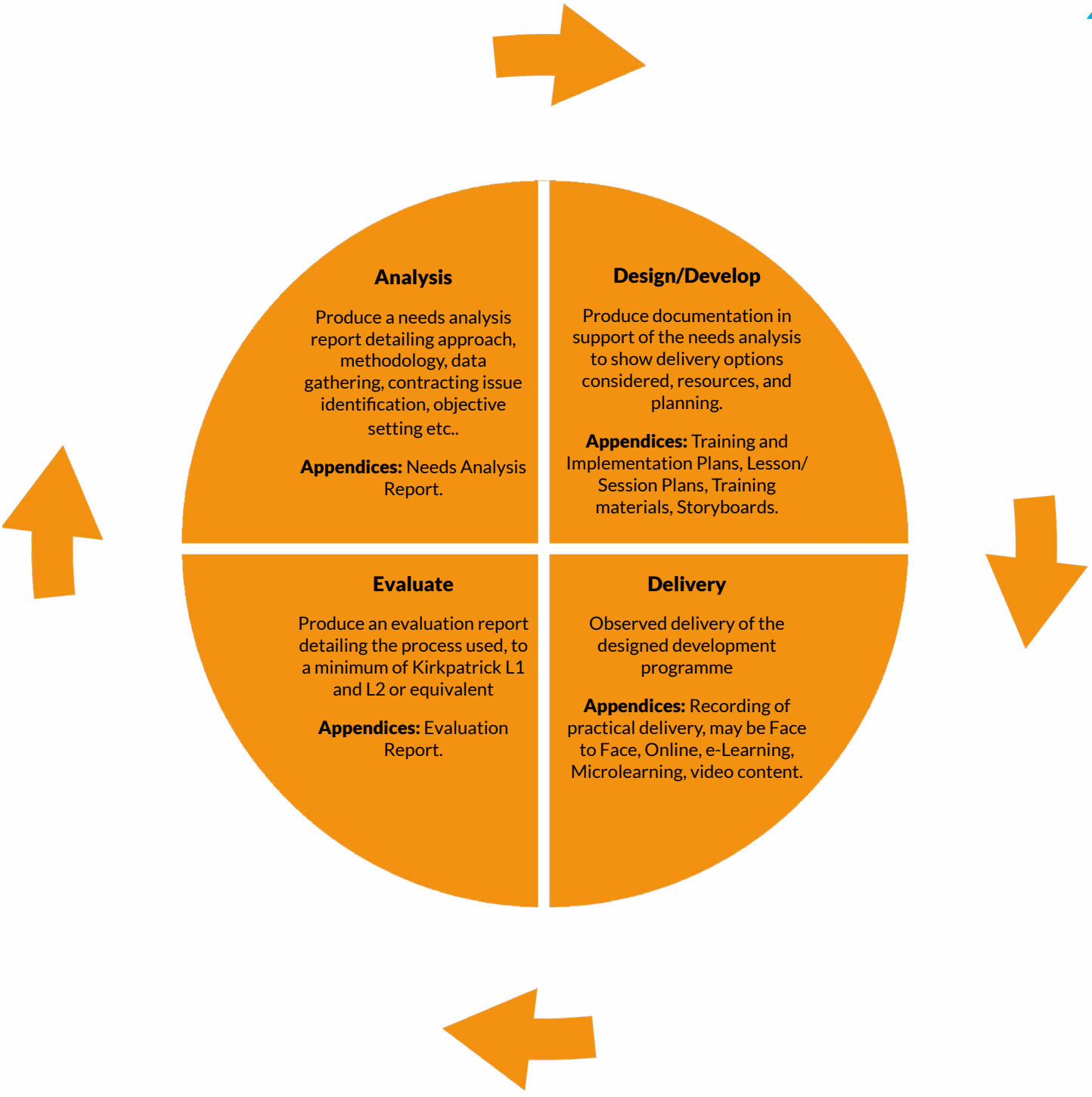
Grading

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, they 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.

Training Cycle



KSBs and Grading Criteria

Pass	**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	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.
	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.
	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.
	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 eLearning, digital collaboration, group sessions, blended etc..) • Developing materials and resources to support learning
	S8	Plan, organise and prepare for a training/learning event/intervention in a timely fashion.
	S10	Facilitate learning in a face-to-face, blended, and digital environment as appropriate.
	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.

Pass	**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	What their organisation does, its structure, values and its external market and sector.
	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.
	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.
	S4	Use effective analytical skills to seek out and analyse information.
	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	What their organisation does, its structure, values and its external market and sector.
	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	Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.
	Evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group.	
	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.
	B4	Consideration of the needs of key stakeholders, alongside the needs of the business.
	B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.

Pass	**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).**	
	K6	What their organisation does, its structure, values and its external market and sector.
	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.
	K11	The role of data to analyse learning needs and ensure effective delivery.
	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.
	B4	Consideration of the needs of key stakeholders, alongside the needs of the business.
	B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.
	Can demonstrate that they took ownership of the project, referring to seniors if required.	
	S5	Take ownership through to resolution, escalating complex situations as appropriate.
	Clearly articulate how they decided upon their learning/training delivery option, showing that the decision was thought through and based on research undertaken.	
	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 eLearning, digital collaboration, group sessions, blended etc..) • Developing materials and resources to support learning
	K1	Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.
	Can describe how they considered diversity and inclusion factors when planning and doing the delivery.	
	K5	How diversity and inclusion influences the planning and delivery of L&D interventions.

Pass	**Describes the process of design for the delivery with some evidence in support of that – for example suitable materials, resources and activities.**	
	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 eLearning, digital collaboration, group sessions, blended etc..) • Developing materials and resources to support learning
	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	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.
	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	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.
	K11	The role of data to analyse learning needs and ensure effective delivery.
	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.
	When questioned can give reasons for the decisions/actions they took in relation to the learning solution delivered. This should reflect on the requirements of those they have consulted with to support those decisions.	
	B4	Consideration of the needs of key stakeholders, alongside the needs of the business.
	B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.
	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	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.

Distinction	**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	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.
	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.
	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.
	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.
	B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.
	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	Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.
	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	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.
	S21	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.
	B4	Consideration of the needs of key stakeholders, alongside the needs of the business.
	B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.

Distinction	**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	Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.
	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.
	S15	Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate.
	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	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.
	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	What their organisation does, its structure, values and its external market and sector.
	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.

Learning Journal

Throughout their apprenticeship programme, apprentices are required to develop a learning journal.

Apprentices 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

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

Apprentice's learning journal must also include a regularly updated summary, such as a heat map, which shows their own assessment of their 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.

The apprentice and the employer must also sign the declarations of authenticity on the **learning journal cover sheet**.

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

Apprentice's learning journal will not be directly assessed. However, the apprentice is required to choose three 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 **three examples** from their learning journal that best demonstrate:

- how the apprentice developed their Learning and Development practice and how the apprentice may do things differently as a result, and/or
- how the apprentice developed their understanding of best practices in that area.

These must be competency-based examples evidencing how the apprentice 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 their presentation as well as the apprentice's delivery style, clarity, and communication skills, according to the pass and distinction criteria.

The apprentice's presentation must last **20 minutes** (+/-10%).

Question and Answer Session

There will be a short break following apprentice's presentation to allow the End-Point Assessor to prepare questions. The question and answer session will last **25 minutes** (+/-10%).

The apprentice will be asked **three to five** 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

The apprentice may refer to their 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 20-minute (+/-10%) time frame.**	
	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).	
	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	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.
	The presentation is delivered using an appropriate medium, 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	Communicate and influence well through a range of media e.g. phone, face-to-face, email, online/virtual, adapting their style to their audience.
	B10	Confidence in delivery.
	Can show an understanding of latest learning practice, for example providing examples of where they have considered these in their learning journal.	
	B1	Proactively look, listen and question to understand and learn.
	B2	An interest in new ideas and techniques, seeking and taking on board feedback, and identifying areas for self-development.
	K4	The latest learning practice.
	Can articulate how different learning channels contribute to learning, providing an example of considering options for channel(s) from their learning journal.	
	K2	How different learning delivery channels - face-to-face, blended or digital - contribute to effective learning.
	Can articulate the key components of an L&D function.	
	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.

Pass	**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	How internal information systems can support learning.
	K13	How technology supports learning.
	Can articulate why it is important to provide feedback to learners on their progress, and illustrate this with at least one example from their learning journal	
	S11	Monitor a learner's progress and deliver motivational and developmental feedback.
	Can demonstrate at least one example of where they have used facilitation skills and/or coaching to manage learner participation and support learners to reach learning objectives.	
	S12	Manage participation, attitudes, and behaviours to reach learning objectives.
	S13	Use effective coaching skills to enable learners to achieve learning objectives.
	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	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 professional and confidentially.
	S20	Consistently support colleagues/collaborate within the team and L&D to achieve results.
	They can describe what their organisation's values are and illustrated how they have demonstrated at least one of those values when they have worked with others.	
	B5	They act with integrity and demonstrate organisational values in the way they interact with others.
	During questioning, the apprentice can articulate the range of their work and the reasons for the actions evidenced in the learning journal.	
	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.
	When questioned, can provide an example from their learning journal that illustrates their energy and enthusiasm for work. For example, they can illustrate how actions they took supported completion of a task/project.	
	B7	An energy and enthusiasm for their work through co-design, with a willingness to question and challenge as appropriate.
	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. They can, for example, describe what they did to manage these tasks, any systems they put in place to monitor, how they made decisions over prioritisation.	
	B8	Responsiveness and flexibility to changing business and learner needs.
	B9	Personal resilience to manage competing priorities.

Distinction	**Can provide examples of where their reflective activity has gone to the 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	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.
	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	An energy and enthusiasm for their work through co-design, with a willingness to question and challenge as appropriate.
	The delivery of the presentation uses more than one relevant medium to best get across the presentations' points. They demonstrate assured delivery: the examples they make in their presentation are easy to understand and are explicitly linked to the KSB(s) they want to demonstrate.	
	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.
	B10	Confidence in delivery.
	They can illustrate that they take development opportunities further, for example by acting as a role-model for others, supporting other's development.	
	S20	Consistently support colleagues/collaborate within the team and L&D to achieve results.
	B2	An interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development.
	B7	An energy and enthusiasm for their work through co-design, with a willingness to question and challenge as appropriate.
	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	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.
	B5	They act with integrity and demonstrate organisational values in the way they interact with others.
	B7	An energy and enthusiasm for their work through co-design, with a willingness to question and challenge as appropriate.
	B8	Responsiveness and flexibility to changing business and learner needs.

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
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
	Distinction	
Distinction	Pass	Merit
	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. In such cases, the full range of grades will be available.

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, they 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.