

# CIPD



## Level 3 Learning and Development Practitioner End-Point Assessment (EPA)

Specification

Issue 2

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## Introduction

CIPD is the professional body for experts in people at work. For more than 100 years, we've been championing better work and working lives by setting professional standards for HR and people development, as well as driving positive change in the world of work.

With hubs in the UK, Ireland, Middle East and Asia, we're the career partner of choice for over 160,000 members around the world. We're the only body in the world that can award chartered status to individual HR and L&D professionals, and our independent research and insights make us trusted advisers to governments and employers.

CIPD has been closely involved in the development of the apprenticeship standards within HR and L&D and is a registered end-point assessment organisation (EPAO) for these standards.

As an EPAO, it is our job to ensure that we uphold the rigorous standards of independent assessment to ensure all apprentices demonstrate occupational competence on completing their apprenticeship.

## Apprenticeship standard and assessment plan

The Level 3 Learning and Development Practitioner Apprenticeship ST0562 and the associated assessment plan were developed by the L&D and HR trailblazer employer group and is maintained by the Institute for Apprenticeships and Technical Education (IfATE).

Full details can be found on the [Institute's website](#).

Maximum funding: £6,000

EQA provider: Ofqual

Typical on-programme duration: 18 months

Typical EPA period: 5 months

Grades: Fail, Pass, Merit, Distinction

Assessment methods: EPA 1: Work based project with professional discussion  
EPA 2: Presentation and Q&A based on a learning journal

## 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.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard - that is to say, they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer. In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have achieved English and mathematics at Level 2 or above.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3.

British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

At Gateway the apprentice is also required to submit a complete and signed off learning journal to confirm their occupational competence. The apprentice must also submit permission for the recording of the professional discussion, presentation and questioning and for the CIPD to apply for the apprenticeship certification on their behalf.

## Assessment methods

The EPA period spans a total of 5 months; at month 4 the apprentice will submit their work based project prior to the professional discussion, presentation and Q&A. The presentation and Q&A takes place on the fifth month.

### EPA 1 Work based project with professional discussion

This assessment will take the form of a work based project followed by a professional discussion, which will draw out the best of the apprentice's competence and excellence and cover the grading descriptors and associated knowledge, skills and behaviours (KSBs) assigned to this assessment method. The work based project should be submitted 21 days prior to the Professional Discussion.

Word Count	Work Based Project 2250 (+/-10%)
Duration:	Professional Discussion 60 minutes (+10%)
Location:	Via video conferencing
Participants:	Assessor, Apprentice
Grades:	Fail, Pass, Distinction

## EPA2 Presentation and Q&A on learning journal

The Learning Journal that is submitted at Gateway will give the Assessor an impression of the apprentice's critical thinking skills, how they've developed and achieved against the different areas of competence set out in the standard and to glean personalised information for preparing questions.

Apprentices will prepare and deliver a presentation that, along with the learning journal, appropriately covers the grading descriptors and associated KSBs assigned to this method of assessment. It will be followed by questioning from the assessor.

Word count: Learning journal - Not Applicable

Duration: Presentation - 20 minutes (+10%)

Questioning - 25 minutes (+10%)

Location: Remote, via video conferencing

Participants: Assessor, Apprentice

Grades: Fail, Pass, Distinction

## Rating

Each KSB will be rated using the following categories:

<b>Not met</b>
<b>Partially met</b>
<b>Met</b>

The descriptors indicate how the ratings will be applied for each grading descriptor.

<b>Rating</b>	<b>Descriptor</b>
<b>Not met</b>	The apprentice has provided no evidence that is relevant to the KSB. The evidence does not demonstrate the breadth and depth of competence expected.
<b>Partially met</b>	The apprentice has provided limited evidence relevant to the KSB. There are key evidence gaps, so the evidence does not demonstrate the breadth and depth of competence expected.
<b>Met</b>	The apprentice has provided acceptable evidence for the KSB. There is some evidence for all elements of the KSB and most of the elements are fully evidenced, demonstrating the breadth and depth of competence expected.

# Grading

## Grading the assessment methods

This EPA is composed of two assessment methods, each of which is graded using the following schema.

Fail
Pass
Distinction

To achieve a pass grade for each assessment method, apprentices must achieve a rating of ‘met’ in every KSB for that assessment method.

To achieve a distinction grade for each assessment method, apprentices must achieve a rating of ‘met’ in every KSB and meet all of the distinction criteria for that assessment method.

## Grading the overall EPA

Each assessment method is graded individually. Evidence presented in one assessment method cannot be used to rate grading descriptors in the other assessment method.

Apprentices must achieve a pass in both in order to pass and a distinction in both in order to be awarded a distinction.

The grading rules are shown in the following matrix where a higher level of weighting is applied for EPA 1 in achieving a merit grade.

EPA1 grade	EPA 2 grade	EPA grade
Fail	Any grade*	Fail
Any grade*	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction



## Support material

More information and guidance is contained within the Level 3 Learning and Development support materials, which include:

- L3 L&D Guide to EPA
- L3 L&D Professional Discussion Guide EPA1
- L3 L&D Presentation and Q&A Guide EPA2
- Apprentice Frequently Asked Questions (FAQs)
- SmartEPA Support Documents

This list is not exhaustive and you may find helpful further guidance on the [website](#).

## Resits/retakes

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action and will be responsible for the reassessment fees and any additional training costs. A resit does not require further learning, whereas a retake does.

Where apprentices have failed one assessment method but have the necessary evidence or can acquire the necessary evidence within the resit period, they may resit that assessment method only.

Where apprentices have failed both assessment methods, a retake is advised.

Employers should develop a supportive action plan with the apprentice, drawing on the assessment feedback, to help their apprentice prepare for either a resit or a retake.

The timescale for a resit/retake will be agreed between the employer and EPAO. A resit is typically taken within two months of the EPA outcome notification.

- Resit for EPA1 is typically 2 Months from the date the results is published
- Resit for EPA2 is typically 1 Month from the date the results are published

The timescale for a retake is dependent on how much additional learning is required.

Pass, merit and distinction grades are available for resit/retake assessments.

Resits and retakes are not available for apprentices who have achieved a pass grade.

For further information please review Resit and Retake policy accessible via the CIPD [website](#).

## EPA fees

The maximum funding for this apprenticeship is £6,000 and EPA fees have been set bearing in mind ESFA funding rules. EPA fees for the first assessment of the Level 3 Learning and Development Practitioner Apprenticeship are:

- First assessment: £1,080
- Resit (either assessment method): £540
- Retake is the full cost of EPA £1,080

## CIPD Membership

At CIPD we believe completing an apprenticeship is a huge achievement and should come with professional recognition. For that reason, any apprentice who successfully completes their End Point Assessment with CIPD will be immediately eligible to come into CIPD membership.

Find out more on our [website](#).

## Grading descriptors and KSBs

### EPA1 Work based project with professional discussion

The following KSBs and Grading Descriptors are assessed in the work based project with professional discussion.

#### KSBs

Code	KSB
K1	Foundation level theories that underpin effective adult learning and group behaviour. For example, training / learning cycle, group dynamics, continuing professional development, evaluation.
K3	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.
K5	How diversity and inclusion influence the planning and delivery of L&D interventions
K6	What their organisation does, its structure, values and its external market and sector. This may include the needs of staff impacted by the move to a net carbon zero economy by 2050 and the requirements for a just transition.
K7	The commercial context and drivers and process behind learning needs and solutions. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.
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 an organisation’s sustainability strategy or exposure to the UK Government’s policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.
S2	Use sound questioning and active listening skills to understand requirements and establish root causes i.e. establishing that it really is a learning/training need, before developing L&D solutions
S3	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements
S4	Use effective analytical skills to seek out and analyse information
S5	Take ownership through to resolution, escalating complex situations as appropriate
S6	Design, construct and structure training / learning resources to meet a variety of needs, which will include: <ul style="list-style-type: none"> <li>• Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources)</li> <li>• Planning programmes / sessions / modules</li> <li>• Selecting appropriate delivery methods</li> <li>• Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.)</li> <li>• Developing materials and resources to support learning</li> </ul>
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
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
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.

## Grading Descriptors - Pass Level

KSBs	Grading Descriptor
K3, K7, S1, S2, S3, S4, S6, S8, S10, S14, S15	Has delivered a project that delivers the end-to-end implementation of a learning and development solution, covering each of the key aspects of the training cycle: analysis, design/development, delivery, and evaluation. Has included evidence of the delivery of each aspect of the cycle through the supporting documentation and recordings submitted in the appendices. The appendices should show use of L&D tools and processes to support the delivery of the project (K3, K7, S1, S2, S3, S4, S6, S8, S10, S14, S15)
K6, K7, S1, S2, S4	Articulates in the report how the learning solution delivered in the project is linked to a business problem/requirement and is able to provide evidence that the project has met those, this should include evidence that some sort of needs gap analysis has been undertaken (K6, K7, S1, S2, S4)
K6	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).
K1	Referenced at least 3 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)
S2, S3, B4, B6	Evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group. (S2, S3, B4, B6)
K6, S4, K7, K11, S1, S3, B4, B6, S2	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 2 appropriate tools/techniques to do so (S1, S2, S4).
S5	Can demonstrate that they took ownership of the project, referring to seniors if required (S5)
S6, K1	Clearly articulate how they decided upon their learning/training delivery option, showing that the decision was thought through and based on research undertaken (S6, K1)
S6	Describes the process of design for the delivery with some evidence in support of that - for example suitable materials, resources and activities (S6).

K5	Can describe how they considered diversity and inclusion factors when planning and doing the delivery (K5)
S7, S8, S9, S10	Has provided description and evidence of the practical delivery of their training/learning solution, this should demonstrate that it reflects the delivery design. They can articulate how they used their delivery skills in that delivery, for example this may demonstrate how they used facilitation skills in the delivery, how they have interacted with different learners using questioning techniques (S7, S8, S9, S10)
K3, K11, S14, S15, S16	Has provided evidence that they have closed 'the loop' on the training cycle - using evaluation and reflection in the form of an evaluation report (appendices). Has provided evidence of the use of at least one evaluation mechanism during the project (minimum of Kirkpatrick L1 and L2 or equivalent) and is able to articulate why they chose that methodology (K3, K11, S14, S15, S16).
B4, B6	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, B6).
S21	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)

## Grading Descriptors - Distinction Level

KSBs	Grading Descriptor
K3, K7, S1, S14, S15, B6	Provides evidence that the learning solution delivered has/will result in a real and measurable business benefit/s or improvement/s e.g. can demonstrate this through improvement metrics, early indicators of ROI, learner/stakeholder feedback (K3, K7, S1, S14, S15, B6)
K1	Referenced more than 3 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)
S2, S3, S21, B4, B6	Evidence that planning and delivery of the project goes beyond the expected level of stakeholder management and consultation, for example the apprentice has engaged effectively at senior level, effectively managed a complex set of stakeholders, or has demonstrated contact and consultation external stakeholders as appropriate (S2, S3, S21, B4, B6)
K1, K7 S15	Demonstrates using examples that background, research and needs analysis used more than one source and/or more complex source/s - for example reference to examples in other organisations /broader sector (K1, K7 S15)
S14, S15, S16	Can demonstrate critically reasoned choices for the evaluation methods used - demonstrates that they have explored a number of costed options and used an understanding of the features and benefits to select the best suited (S14, S15, S16).
K6, K7	Used examples that demonstrate an understanding and insight during the discussion that goes beyond their role. For example proactively discusses and demonstrates a wider understanding of the challenges and issues facing organisations in the sector/business and how those impact on their work (K6, K7)

## EPA2: Presentation and Q&A on learning journal

The following KSBs and Grading Descriptors are assessed in the presentation and Q&A.

### KSBs

Code	KSB
K2	How different learning delivery channels - face-to-face, blended or digital - contribute to effective learning
K4	The latest learning practice
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
K12	How internal information systems can support learning
K13	How technology supports learning, including understanding of digital platforms / delivery channels as relevant.
S11	Monitor a learner's progress and deliver motivational and developmental feedback
S12	Manage participation, attitudes and behaviours to reach learning objectives
S13	Use effective coaching skills to enable learners to achieve learning objectives
S17	Communicate and influence well through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience
S18	Build trust and sound relationships with customers/learners/colleagues
S19	Handle conflict and sensitive situations professionally and confidentially
S20	Consistently support colleagues / collaborate within the team and L&D to achieve results
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
B5	They act with integrity and demonstrate organisational values in the way they interact with others
B7	An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning and business outcomes and impacts
B8	Responsiveness and flexibility to changing business and learner needs
B9	Personal resilience to manage competing priorities
B10	Confidence in delivery

## Grading Descriptors - Pass Level

KSBs	Grading Descriptor
	The presentation is delivered to a 15-minute timeframe.
B1, B2, B3	They can demonstrate active use of reflection: they can describe using at least one example, of how they have reflected on activities and/or learning undertaken and can articulate how could support improvements to their future performance - this may be improved knowledge, practical delivery or behaviours (B1, B2, B3).
S17, B10	The presentation is delivered using an appropriate media, which allows clear delivery of the presentation's points. The apprentice shows competence in their delivery style - the key points from the presentation are understood and have links to KSBs (S17, B10).
S11, S12, S13, S17, S18, S19, S20, B5, K2, K4, K8, K9, K10	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)
K4, B1, B2	Can show an understanding of latest learning practice for example providing examples of where they have considered these in their Learning Journal (K4, B1, B2).
K2	Can articulate how different learning channels contribute to learning, providing an example of considering options for channel/s from their learning journal (K2)
K8, K9, K10	Can articulate the key components of an L&D function (K8, K9, K10)
K12, K13	Can articulate why good internal Information systems and technology can support learning, providing at least one example from their learning journal to support this (K12, K13)
S11	Can articulate why it's important to provide feedback to learners on their progress, and illustrate this with at least one example from their learning journal (S11)



S12, S13	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, S13)
S17, S18, S19, S20	Can articulate how they have developed their communication and interpersonal skills in the workplace and provide at least one example of how they used these skills effectively e.g. used a suitable method of communication to influence a particular audience, handled a difficult situation/conflict, collaborated within the team, supported colleagues (S17, S18, S19, S20)
B5	They can describe what their organisation's values are and illustrated how they have demonstrated at least one those values when they have worked with others (B5).
S17	During questioning can articulate the range of their work and the reasons for the actions evidenced in the Learning Journal (S17).
B7	When questioned can provide an example from their Learning Journal that illustrates their energy and enthusiasm for work (B7), for example they can illustrate how actions they took supported completion of a task/project.
B9, B8	When questioned can provide an example from their Learning Journal that demonstrates their ability to manage multiple tasks/competing priorities and take a flexible approach - for example they can describe what they did to manage these tasks, any systems they put in place to monitor, how they made decisions over prioritisation (B9, B8).

## Grading Descriptors - Distinction Level

KSB	Grading Descriptor
B1, B2, B3	Can provide examples of where their reflective activity has gone to next level - by providing evidence of how they have actually implemented improvements in their practice based on their reflection - again this may be evidence of improved knowledge, practical delivery or business behaviours (B1, B2, B3).
B7	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).
S17, B10	The delivery of the presentation uses more than one relevant media 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, B10).
S20, B2, B7	They can illustrate that they take development opportunities further, for example by acting as a role-model for others, supporting other's development (S20, B2, B7)
B2, B3, B5, B7, B8	Through examples provided or when questioned they demonstrate a drive to progress or seek additional learning opportunities for example, by proactively sharing new ideas or best practice, by going beyond the requirements of their role, looking for additional responsibilities or opportunities, such as work shadowing or additional projects or by taking risks to learn or progress (B2, B3, B5, B7, B8)