**Re-sit Process for EPA 1 - Work Based Project with Professional Discussion**

Level 3 L&D Practitioner Apprenticeship Standard

Issue 1

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# Section 1 Apprentice Details

|  |  |
| --- | --- |
| **Name of Apprentice** |  |
| **Date of Re-sit** |  |
| **Title of Work Based Project** |  |
| **Word Count for Work Based Project including Appendix** |  |

# Section 2 Not Met/Partially Met Learning Outcomes

# Please tick the knowledge, skills or behaviours that were graded as Not Met/Partially Met on your initial assessment:

|  |  |
| --- | --- |
| **Pass Criteria** | **Tick** |
| 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 |  |
| 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.  |  |
| 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  |  |
| 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  |  |
| Evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group.  |  |
| 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 and has identified the training/learning need - this should describe how they consulted to understand needs of the business/team as relevant) – using at least 2 appropriate tools/techniques to do so  |  |
| Can demonstrate that they took ownership of the project, referring to seniors if required  |  |
| Clearly articulate how they decided upon their learning/training delivery option, showing that the decision was thought through and based on research undertaken  |  |
| Describes the process of design for the delivery with some evidence in support of that – for example suitable materials, resources and activities  |  |
| Can describe how they considered diversity and inclusion factors when planning and doing the delivery  |  |
| 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  |  |
| 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  |  |
| 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  |  |
| When questioned can provide an example of how they have formed strong working relationships in the team and/or wider business during the project  |  |

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| **Knowledge Learning Outcomes** | **Tick** |
| **K1:** Foundation level theories that underpin effective adult learning and group behaviour. For example, learning styles, 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 influences the planning and delivery of L&D interventions  |   |
| **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.  |   |
| **K11:** The role of data to analyse learning needs and ensure effective delivery  |   |
| **Skills Learning Outcomes**  | **Tick** |
| **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  |   |
| **S2:** Use sound questioning and active listening skills to understand requirements and establish root causes i.e. establishing that it really is a learning/training need, before developing L&D solutions  |   |
| **S3:** Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements  |   |
| **S4:** Use effective analytical skills to seek out and analyse information  |   |
| **S5:** Take ownership through to resolution, escalating complex situations as appropriate  |   |
| **S6**: Design, construct and structure training / learning resources to meet a variety of needs,which will include: - Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources) - Planning programmes / sessions / modules - Selecting appropriate delivery methods - Designing creative, engaging, appropriate, and inclusive learning activities (could be elearning, digital collaboration, group sessions, blended etc.) - Developing materials and resources to support learning  |   |
| **S7:** Confidently engage all learners in structured learner-centred training, primarily of ‘content-driven’ training resources  |   |
| **S8:** Plan, organise and prepare for a training/learning event/intervention in a timely fashion  |   |
| **S9:** Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques  |   |
| **S10:** Facilitate learning in a face-to-face, blended and digital environment as appropriate  |   |
| **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  |   |
|  **Behaviour Learning Outcomes**   | **Tick** |
| **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.  |   |

# Section 3 Evidence

In the table below add the knowledge, skills or behaviours’ code and, in the box next to it please demonstrate to your Assessor the missing evidence of either your knowledge or skill.

The evidence you provide must link to your original project submission.

The word count for the Appendix and the edited Work Based Project in combination must not exceed 2250 (+/- 10%).

There is extra space below if you wish to add a table, diagram or graph.

|  |  |
| --- | --- |
| Knowledge, Skills or Behaviour code | **Evidence** |
|  |  |
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# Section 4 Supporting Evidence

Please label your extra supporting information in the format: Figure A, B, C and reference these labels in your evidence.