

Grading Amplification for EPA1 – Work-Based Project with Professional Discussion

KNOWLEDGE LEARNING OUTCOMES The L&D Practitioner will understand:			PASS CRITERIA	DISTINCTION CRITERIA
Technical Expertise	K1	Foundation level theories and models that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.	Reference at least 3 recognised foundation level theories that underpin effective adult learning and/or group behaviour. Include evidence to show how the project used them. This could include: - o training/learning cycle - o group dynamics - o continuing professional development - o evaluation. Clearly articulate how the research undertaken on foundation level theories and/or models that underpin effective adult learning and group behaviour influenced decisions for the learning/training delivery option.	Reference more than 3 recognised foundation level theories that underpin effective adult learning and/or group behaviour. Include evidence to show how the project used them and/or reference more advanced theories/models other than those required in the pass criteria. Provide evidence of using more than one source to research foundation level theories and/or models that underpin effective adult learning and group behaviour. This may include: reference/s to examples in other organisations /broader sector
	K3	How to measure the impact of a learning intervention on delegates, e.g. L1/L2 Kirkpatrick,	Show use of L&D tools and processes to support the delivery of the project. Present evidence of an evaluation mechanism to measure the impact of a learning intervention	Provide evidence that the learning solution delivered resulted in a real and measurable business benefit or improvement. This may be shown through:

		Improvement in skills.	on delegates for improvement in skill. As a minimum use L1 and L2 Kirkpatrick models, or equivalent as the evaluation mechanism.	• improvement metrics • early indicators of ROI • learner/stakeholder feedback.
	K5	How diversity and inclusion influence the planning and delivery of L&D interventions.	Describe how diversity and inclusion factors influenced the planning and delivery of the L&D intervention	

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Business and Commercial Understanding	K6	What their organisation does, its structure, values and its external market and sector.	Articulate in an Executive Summary Report with links to the project purpose, an understanding of what the organisation does, its structure, values, external market, sector, commercial context and drivers.	Provide examples during Professional Discussion to demonstrate understanding and insight beyond that of the role. This may include proactively discussing and demonstrating a wider understanding of challenges and issues facing organisations in the sector or business and how this has impacted on work.
	K7	The commercial context and drivers and process behind learning needs and solutions.	Describe and evidence how background research was conducted, include collection and analysis of at least one appropriate data/information source. Articulate how the learning solution delivered is linked to a business problem/requirement and provide evidence that the project has met those. Include evidence that some sort of needs gap analysis was undertaken.	Provide evidence that the learning solution delivered resulted in a real and measurable business benefit or improvement. This may be shown through: • improvement metrics • early indicators of ROI • learner/stakeholder feedback. Demonstrate using examples that background research and needs gap analysis used more than one source and/or more complex source/s. This may include: reference to examples in other organisations/broader sector.

				Provide examples during the Professional Discussion that demonstrate understanding and insight beyond the role of an L&D Practitioner. This may include proactively discussing and demonstrating a wider understanding of the challenges and issues facing organisations in the sector/business and how those impacted work.
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Management Information and Technology	K11	The role of data to analyse learning needs and ensure effective delivery	Describe and evidence background research was conducted, including the collection and analysis of at least one appropriate data/information source. Provide evidence of at least one evaluation mechanism used during the project (minimum of Kirkpatrick L1 and L2 or equivalent) to articulate why that methodology was chosen.	

SKILLS LEARNING OUTCOMES The L&D Practitioner will be able to			PASS CRITERIA	DISTINCTION CRITERIA
Identification of Training/ Learning Needs	S1	Identify and analyse learning needs: establish team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation	Demonstrate coverage of ‘analysis’ in the training cycle for the project’s end-to-end implementation of a learning and development solution. Provide a Needs Gap Analysis Report as an appendix to support the delivery of the project. Within the Needs Gap Analysis demonstrate use of at least two appropriate tools and techniques and evidence of how the project was delivered: • background research • collection and analysis of at least one appropriate data/information source • analysis of the business problem/requirement • identification of the training/learning need • consultation to understand the needs of the business and/or team (as relevant). In an Executive Summary Report articulate how the learning solution delivered in the project was linked to the business problem/requirement.	Provide evidence that the learning solution delivered resulted in a real and measurable business benefit or improvement. This may be shown through: • improvement metrics • early indicators of ROI • learner/stakeholder feedback.

	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	Provide evidence to demonstrate: • sound questioning and active listening skills were used as an appropriate tool/technique for identifying training/learning need - this should describe consultation to understand needs of the business/team as relevant • planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group. Articulate how the learning solution delivered is linked to a business problem/requirement and provide evidence that the project has met those. Include evidence that some sort of needs gap analysis was undertaken.	Provide evidence that planning and delivery of the project went beyond the expected level of stakeholder management and consultation. This may include evidence of effective engagement at senior level, managing a complex set of stakeholders effectively, or demonstrating contact and consultation with external stakeholders.
	S3	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements	Provide evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group.	
	S4	Use effective analytical skills to seek out and analyse information.	In a Needs Gap Analysis Report demonstrate use of at least two analytical skills/techniques that were used to seek out and analyse a problem from at least one appropriate data/information source.	

	S5	Take ownership through to resolution, escalating complex situations as appropriate	Provide evidence to demonstrate ownership of the project, referring to seniors if required.	
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SKILLS LEARNING OUTCOMES The L&D Practitioner will be able to			PASS CRITERIA	DISTINCTION CRITERIA
Training / Learning Design	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	Demonstrate coverage of 'design/delivery' in the training cycle for the project's end-to-end implementation of a learning and development solution. Provide L&D tools and processes as appendices to support the delivery of the project. Include: • suitable materials • resources • activities.	

		inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.) Developing materials and resources to support learning		
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SKILLS LEARNING OUTCOMES The L&D Practitioner will be able to			PASS CRITERIA	DISTINCTION CRITERIA
Training/ Learning delivery	S7	Confidently engage all learners in structured learner-centred training, primarily of 'content-driven' training resources	Demonstrate coverage of 'delivery' in the training cycle and the project's end-to-end implementation of a learning and development solution. Provide as appendices the L&D tools, processes, recordings, descriptions and evidence of practical delivery of the training/learning solution.	
	S8	Plan, organise and prepare for a training/learning event/intervention in a timely fashion	Demonstrate that the delivery reflects the design.	
	S9	Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques	Provide descriptions and evidence of the practical delivery of training/learning solution. Demonstrate that the delivery reflects the design. Demonstrate interactions with different learners using a variety of questioning techniques.	
	S10	Facilitate learning in a face-to-face, blended and digital	Provide descriptions and evidence of the practical delivery of training/learning solution.	

		environment as appropriate	Demonstrate that the delivery reflects the design. Demonstrate how facilitation skills have been used in the delivery.	
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SKILLS LEARNING OUTCOMES The L&D Practitioner will be able to			PASS CRITERIA	DISTINCTION CRITERIA
Evaluation	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	Demonstrate coverage of 'evaluation' in the training cycle and project's end-to-end implementation of a learning and development solution. Provide an Evaluation Report as an appendix to support the delivery of the project and show that 'the loop' for the training cycle has been closed. Provide evidence of at least one evaluation mechanism used during the project (minimum of Kirkpatrick L1 and L2 or equivalent) to articulate why that methodology was chosen Demonstrate evidence of the measures used to assess development initiatives for effectiveness, business relevance and efficiency. Provide insight on how to continually improve learning solutions	Demonstrate critically reasoned choices for the evaluation methods used. Present details on a number of costed options explored. Demonstrate understanding of the features and benefits of the options explored and show how the best-suited option was selected.
	S15	Build evaluation mechanisms for learning outcomes including the use of quantitative and	Provide evidence of at least one evaluation mechanism used during the project (minimum of Kirkpatrick L1 and L2 or equivalent) and articulate why that methodology was chosen.	Provide evidence that the learning solution delivered resulted in a real and measurable business benefit or improvement. This may be shown through:

		qualitative feedback where appropriate		• improvement metrics • early indicators of ROI • learner/stakeholder feedback. Demonstrate, using examples, that background research and needs gap analysis used more than one source and/or more complex source/s. This may include: reference to examples in other organisations/broader sector. Demonstrate critically reasoned choices for the evaluation methods used – demonstrate that a number of costed options were explored and used to gain an understanding of how the best features and benefits led to selection of the best-suited option.
	S16	Apply techniques to analyse the impact of training from learners' experience	Provide evidence of evaluation and reflection techniques used (minimum of Kirkpatrick L1 and L2 or equivalent) to analyse the impact of training from learners' experience.	Demonstrate critically reasoned choices for the evaluation methods used – demonstrate that a number of costed options were explored and used to gain an understanding of how the features and benefits to selection of the best suited-option.

SKILLS LEARNING OUTCOMES The L&D Practitioner will be able to			PASS CRITERIA	DISTINCTION CRITERIA
Teamwork and Collaboration	S21	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.	When questioned provide an example of strong working relationships that were formed in the team and/or wider business during the project.	Evidence that planning and delivery of the project went beyond the expected level of stakeholder management and consultation. This may include evidence of effective engagement at senior level, managing a complex set of stakeholders effectively, or demonstrating contact and consultation with external stakeholders.

BEHAVIOUR LEARNING OUTCOMES The L&D Practitioner will be able to demonstrate:			PASS CRITERIA	DISTINCTION CRITERIA
Collaborative Partner	B4	Consideration of the needs of others alongside the needs of the business	Describe the consultation undertaken and demonstrate how it supported understanding of the needs of the business/team.	Evidence that planning and delivery of the project went beyond the expected level of stakeholder consultation.
	B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.	Demonstrate that planning and delivery of the project included contact and consultation with at least one internal stakeholder group to understand the needs of the team alongside the needs of business. When questioned give reasons for the decisions/actions taken in relation to the learning solution delivered. This should reflect the requirements of those consulted to support the decisions	

Document Title	Grading Amplification for EPA1 – Work-Based Project with Professional Discussion
Document ID	L3L&D/3
Date	13/12/2019
Version	V0.2
Author/s	HLC removed Learning Styles from K1
Document Status	Draft
Reviewers	Creative Services
Assumptions	Apprentice ready for EPA
Recommendations	N/A
Other documentation potentially impacted by changes to this document	L3 L&D EPA Guide, Grading Amplifications LJP