

**CIPD**

*Championing better  
work and working lives*



## *End Point Assessment (EPA) Specification*

*Learning & Development  
Practitioner  
Level 3 Apprenticeship Standard*

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**Learning & Development Practitioner**

**Level 3 Apprenticeship Standard**

**ST0562/AP01**

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## Introduction and overview

These specifications provide an overview to anyone interested in EPA with the CIPD for the level 3 Learning & Development (L&D) Practitioner Apprenticeship. This may include:

- apprentices
- employers
- training providers.

The L&D Practitioner apprenticeship was developed by the L&D/HR Trailblazer Group to develop the professional standard required of people working as L&D Practitioners in organisations across the private, public and third sectors.

The L&D Practitioner role supports the L&D function to contribute to, and influence, improved performance in the workplace at an individual, team and organisation level. Typically, the role works alongside colleagues who specialise in Human Resources, often supported by an L&D Administrator and reporting to an L&D Business Partner/Consultant/Manager. L&D Practitioners also work with Subject Matter Experts in different parts of the business.

The apprenticeship development programme is designed to prepare for end point assessment (EPA). It typically last 18 months and includes a learning journal that starts and continues through the whole duration.

EPA begins when the employer is satisfied the apprentice is occupationally competent across all the knowledge, skills and behaviours and the Gateway conditions have been met.

EPA lasts a maximum of five months and uses two complimentary EPA methods that must be taken in the following order:

1. EPA 1 – work-based project with professional discussion
2. EPA 2 – presentation and Q&A based on a learning journal.

The EPA assessment plan can be found here:

[https://www.instituteforapprenticeships.org/media/1908/st0562\\_learning-and-development-practitioner\\_level3\\_ap-for-publication\\_2\\_.pdf](https://www.instituteforapprenticeships.org/media/1908/st0562_learning-and-development-practitioner_level3_ap-for-publication_2_.pdf)

## Mandatory qualifications

Apprentices without Level 2 English and Maths will need to achieve this prior to taking the EPA. For those with an education, health and care plan or a legacy statement the apprenticeship's English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

There are no other mandatory qualifications for this apprenticeship.

## Methods of assessment and learning outcomes (Knowledge, Skills and Behaviour)

The Methods of Assessment grid shows which of the assessment methods test occupational competence in each of the defined knowledge, skills and behaviours learning outcomes for the standard.

Title	Key	Method of assessment
EPA1 - work-based project with professional discussion	WBP	Executive summary report on a learning solution to a real business problem, followed by a 60-minute competency-based professional discussion.
EPA 2 – presentation and Q&A based on a learning journal.	LJP	Based on the Learning Journal 20 Minute Presentation followed with 25-minute Q&A

Ref	Core Knowledge Learning Outcome to be assessed	Method of assessment
K1	Foundation level theories that underpin effective adult learning and group behaviour. For example, training / learning cycle, group dynamics, continuing professional development, evaluation.	WBP
K2	How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning	LJP
K3	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.	WBP
K4	The latest learning practice	LJP
K5	How diversity and inclusion influence the planning and delivery of L&D interventions	WBP
K6	What their organisation does, its structure, values and its external market and sector	WBP
K7	The commercial context and drivers and process behind learning needs and solutions.	WBP
K8	The various L&D roles that may be required for effective learning and development in an organisation	LJP
K9	Their roles and responsibilities within the L&D structure	LJP
K10	The policies and processes required for effective organisation learning	LJP
K11	The role of data to analyse learning needs and ensure effective delivery	WBP
K12	How internal information systems can support learning	LJP
K13	How technology supports learning, including understanding of digital platforms / delivery channels as relevant.	LJP

Ref	Skills Learning Outcome to be assessed	Method of assessment
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	WBP
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	WBP
S3	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements	WBP

S4	Use effective analytical skills to seek out and analyse information	WBP
S5	Take ownership through to resolution, escalating complex situations as appropriate	WBP
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>	WBP
S7	Confidently engage all learners in structured learner-centred training, primarily of 'content-driven' training resources	WBP
S8	Plan, organise and prepare for a training/learning event/intervention in a timely fashion	WBP
S9	Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques	WBP
S10	Facilitate learning in a face-to-face, blended and digital environment as appropriate	WBP
S11	Monitor a learner's progress and deliver motivational and developmental feedback	LJP
S12	Manage participation, attitudes and behaviours to reach learning objectives	LJP
S13	Use effective coaching skills to enable learners to achieve learning objectives	LJP
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	WBP
S15	Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate	WBP
S16	Apply techniques to analyse the impact of training from learners' experience	WBP
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	LJP
S18	Build trust and sound relationships with customers/learners/colleagues	LJP
S19	Handle conflict and sensitive situations professionally and confidentially	LJP
S20	Consistently support colleagues / collaborate within the team and L&D to achieve results	LJP
S21	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required	WBP

Ref	Behaviour Learning Outcome to be assessed	Method of Assessment
B1	Proactively look, listen and question to understand and learn	LJP
B2	An interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development	LJP
B3	A willingness to explore and take risks to learn something new	LJP
B4	Consideration of the needs of key stakeholders, alongside the needs of the business	WBP
B5	They act with integrity and demonstrate organisational values in the way they interact with others	LJP
B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.	WBP
B7	An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning and business outcomes and impacts	LJP
B8	Responsiveness and flexibility to changing business and learner needs	LJP
B9	Personal resilience to manage competing priorities	LJP
B10	Confidence in delivery	LJP

## Gateway

The decision as to when the apprentice is ready to move on to the EPA will be made by the employer (often supported by the training provider). This decision is confirmed in a formal meeting between the apprentice, employer and training provider and is referred to as ‘the Gateway’.

There are a number of conditions that have to be met prior to the Gateway so all parties should be confident they are coming to the meeting having covered their own responsibilities for supplying the relevant evidence. The purpose of the Gateway is for the employer to validate and sign the evidence to endorse the apprentice’s readiness for EPA. They should also plan and agree with the apprentice how they intend to manage the assessments within the EPA timeline, taking into consideration anything that could impact on the submission and assessment dates.

The condition for passing the Gateway are met by supplying the following evidence:

- confirmation the on-programme training lasted a minimum of 372 days
- attainment of level 2 English and Maths qualifications (or equivalent)
- a complete and signed off learning journal (confirmation of occupational competence)
- a work-based project plan using the template provided by the CIPD
- a proposed date (within five months’ time) for the professional discussion in EPA 1 and the presentation and Q&A session in EPA 2
- permission from the apprentice to record the professional discussion, presentation and questioning and for the CIPD to apply for the apprenticeship certification on their behalf.

The CIPD have seven days to check, confirm and inform the apprentice that the Gateway conditions have been met.

## The EPA process

EPA 1 and EPA 2 will usually be assessed on the same day using Zoom video conferencing. Alternative arrangements and reasonable adjustments may be granted upon request and in accordance to policy.

### EPA 1 – Work-based project with Professional discussion (1 hour)

**Work-based project** - The apprentice must submit the following evidence within four months of the Gateway date:

- Executive Summary report 2250 words (+/- 10%)
- four supplementary appendices (in addition to the word count) covering all aspects of the learning cycle: Analysis, Design/Develop, Delivery, Evaluation

**The professional discussion** – This will last 60 minutes and will be based on the grading of the executive summary report. There will be eight-to-ten questions (from the CIPD question bank) to test competence according to the content of the project and any knowledge, skills or behaviours that may not be evident.

### EPA 2 – Presentation (20 minutes) and Q&A on Learning journal (25 minutes)

**Learning journal** - The assessor will review the apprentice's learning journal prior to the presentation to get an impression of the apprentice's critical thinking skills and how they've developed and achieved against the different areas of competence set out in the standard. The apprentice should highlight the three examples of progression from their learning journal in a clear and practical summary document (such as a heat map) making sure they cover emerging trends and developments in the L&D sector. The three examples should allow the independent assessor to easily review the learning journal and quickly see how both on and off-the-job learning took place, evolved and developed to competence and mastery.

**The presentation** – This should cover the three examples highlighted in the learning journal, will be delivered via zoom video conferencing and should last 20 minutes (-/+ 10%).

The presentation is a competency-based assessment for the apprentice to deliver and demonstrate:

- skills, knowledge and behaviours within the standard
- links to underpinning theories/models
- style, clarity and communication skills (as required within the standard)
- content/ delivery method.

**Q&A session** - The presentation is followed by a 25-minute (+/- 10%) Q&A session with the assessor. The assessor will ask three-to-five open questions (from the CIPD question bank), which may be followed by probing questions.

## Support material

Apprentices, Training Providers and Employers can access support material on the CIPD's secure digital platform.

## Grading

The final apprenticeship grades are: Pass, Merit, Distinction, Fail. Apprentices will be notified of their final grades up to two weeks after the EPA.

## Re-sits/Re-takes

Resits for EPA 1 can be booked up to two months after receiving notification of the fail grade and resits for EPA 2 can be booked within one month.

If an apprentice fails the re-sit, they will be required to retake the EPA in full after a period of further learning.

There is no limit to grades but apprentices cannot re-sit an assessment to move up to a higher grade.

## EPA fee

The EPA fee is £1080 and is charged on completion of the initial assessment dates. Resits are £540 and a retake is the full EPA fee of £1080. These fees will be charged in addition to the initial assessment after the resit/retake has been completed. The employer must give their prior written agreement before a resit/retake is booked.

If an EPA is cancelled the following charges will apply.  
before six weeks of assessment date: no charge  
within three to six weeks of assessment date: 25% charge of EPA cost  
cancellation within three weeks of Executive Summary Report date: 50% charge of EPA cost.