

**CIPD**

*Championing better  
work and working lives*



## *End Point Assessment (EPA)*

*Work-based Project Plan*

*Level 3 Apprenticeship Standard*

*Learning & Development Practitioner*



# Work-based Project Plan

## SECTION ONE

All four sections are to be completed in full by the apprentice their line manager and training provider.

The declaration must be signed by the apprentice, employer and training provider to confirm that the choice of project has been agreed by all parties and displays the competency of the apprentice at gateway.

The line manager is responsible for ensuring the work-based project plan is suitable and has the provision for appropriate business opportunities that allow the apprentice to meet the requirements of the apprenticeship standard.

The line manager will make sure this form is submitted to the CIPD within one week from the Gateway.

Please take into consideration anything that could impact the work-based project timeline, submission and assessment dates. This may include: holidays, appointments, trade, etc.

<b>Date</b>	
<b>Name of apprentice:</b>	
<b>*Apprentice contact details and email</b>	
<b>Name of line manager:</b>	
<b>*Line manager contact details and email</b>	

\*It is important this information is checked, so it is correct, up-to-date and matching with the CIPD's data at the time of the assessment.

This work-based project plan provides background information for the independent assessor and is a timeline for completing the evidence required for EPA1.

It documents significant milestones for the end to end implementation of a learning and development solution and should help with the preparation for organising evidence that will demonstrate each aspect of the training cycle is delivered:

1. analysis
2. design/development
3. delivery
4. evaluation.



## SECTION TWO

Please use no more than two sentences for your answers.

<b>Project Title</b>	
1. Describe the organisation you work for:	
2. Who will be your target audience?	
3. What business problem/challenge is being addressed by your work-based project?	

### SECTION THREE

Please provide dates for the sequence of work-based project tasks that, when added together, will determine how long the project will take to be completed (maximum duration - four months)

DD/MM/YY	• Gateway completion (date Gateway evidence to be submitted to the CIPD)
DD/MM/YY	• Date of approval from the CIPD (7 working days after Gateway submission)
DD/MM/YY	• Analysis completion date
DD/MM/YY	• Design/development completion date
DD/MM/YY	• Delivery completion date
DD/MM/YY	• Evaluation completion date
DD/MM/YY	• Executive Summary report (included all four appendices) completed date
DD/MM/YY	• Executive Summary report date of submission to the CIPD
DD/MM/YY	• Proposed date for the professional discussion, presentation and Q&A.

Tick to confirm arrangements will be in place for the 2-7-hour recording of the solution’s delivery (appendix 3 of the Executive summary Report).	Yes	No
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## SECTION FOUR

**It is essential that your project enables you to provide evidence against all components allocated to this assessment method within the assessment plan. You will need to provide sufficient evidence against all components in order to pass your End-Point Assessment**

Tick to confirm the work-based project covers the following components:

The Knowledge Components		Tick here
<b>K1</b>	Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation	
<b>K3</b>	How to measure the impact of a learning intervention on delegates, eg L1/ L2 Kirkpatrick, improvement in skills	
<b>K5</b>	How diversity and inclusion influence the planning and delivery of L&D interventions	
<b>K6</b>	What their organisation does, its structure, values and its external market and sector	
<b>K7</b>	The commercial context and drivers and process behind learning needs and solutions.	
<b>K11</b>	The role of data to analyse learning needs and ensure effective delivery	

The Skills Components		Tick here
<b>S1</b>	Identify and analyse learning needs: establishing team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation	
<b>S2</b>	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	
<b>S3</b>	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements	
<b>S4</b>	Use effective analytical skills to seek out and analyse information	
<b>S5</b>	Take ownership through to resolution, escalating complex situations as appropriate	
<b>S6</b>	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>	
<b>S7</b>	Confidently engage all learners in structured learner-centred training, primarily of 'content-driven' training resources	



<b>S8</b>	Plan, organise and prepare for a training/learning event/intervention in a timely fashion	
<b>S9</b>	Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques	
<b>S10</b>	Facilitate learning in a face-to-face, blended and digital environment as appropriate	
<b>S14</b>	Evaluate the impact of learning solutions - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions	
<b>S15</b>	Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate	
<b>S16</b>	Apply techniques to analyse the impact of training from learners' experience	

<b>The Behaviour Components</b>		Tick or cross here
<b>B6</b>	Consideration of the needs of key stakeholders, alongside the needs of the business	
<b>B4</b>	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.	

<b>Comment (as applicable)</b>

<b>Apprentice's Signature</b>		<b>Date</b>	
<b>Line Manager's Signature</b>		<b>Date</b>	
<b>Training Provider's Signature</b>		<b>Date</b>	

**Note: The CIPD cannot assist you with developing this work-based project plan nor guarantee you will get a pass grade on the basis of having approved it.**