



Specification

Level 5 Learning and Development Consultant Business Partner v1.1

Contents

LEVEL 5 LEARNING AND DEVELOPMENT CONSULTANT BUSINESS PARTNER

V1.1	0
Welcome to Innovate Awarding -----	1
The Apprenticeship Standard and Assessment Plan -----	2
The Apprentice -----	3
Off-the-Job Training -----	3
Gateway -----	4
Pre-Gateway Checks -----	5
Assessment Booking -----	6
Learning Journal Guidance -----	6
End-Point Assessment -----	7
Assessment Method 1: Work based project with Professional Discussion	7
Assessment Method 2: Presentation/Q&A based on the Learning Journal	9
Grading -----	9
Grading Descriptors -----	12
Assessment Method 1: Work based project with Professional Discussion	12
Assessment Method 2: Presentation and Q&A based on Learning Journal	21
Annex 1: Assessment Plan and Occupational Standard -----	31
Annex 2: Additional Information -----	32
Results and Certifications	32
Re-sits and Re-takes	32
Reasonable Adjustments, Special Considerations and Appeals	33
Support Materials	33
Use of Artificial Intelligence (AI) and referencing	33

Welcome to Innovate Awarding

Welcome to the Level 5 Learning and Development Consultant Business Partner Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

About Innovate Awarding

We are an EPAO with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 5 Learning and Development Consultant Business Partner apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 18 months on-programme, working towards the Level 5 Learning and Development Consultant Business Partner Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last six months, consisting of:

- Work based project with Professional Discussion
- Presentation and Q&A based on Learning Journal

The Apprentice

Learning and development consultant business partner is accountable for ensuring Learning and Development contributes to, and influences, improved performance in the workplace at an individual, team and organisation level.

They also have the commercial responsibility to align learning needs with the strategic ambitions and objectives of the business. They are agents for change, influencing key stakeholders, making decisions and recommendations on what the business can or should do in a Learning and Development context.

They may be involved in influencing organisations to develop strategies to improve performance around sustainability or the embedding of approaches to help the UK reach net carbon zero emissions by 2050. They are also likely to lead on any Learning and development -related elements of business projects. The learning and development consultant business partner will often have expertise and competence in a specific field whether it be technical, vocational, or behavioural.

They link the work they do to the context and strategic priorities of the business and measure the outcomes and impact of any learning interventions, to demonstrate a return on investment and expectation. The role can be a generalist learning and development or more specialist, where the focus and in-depth expertise is in a specific area such as organisation development, digital and blended learning, resourcing, or talent management. Whichever the area of focus, the role requires a good grounding across all areas of Learning and development and is business and future focused.

The learning and development consultant business partner role exists within a range of organisations including private, public and third sector. Typically, the individual works alongside colleagues who specialise in human resources (i.e., employee relations, reward, recruitment), often supported by a learning and development administrator and / or learning and development practitioner. They report to a senior learning and development manager, Head of department or Director. In larger organisations, they may be one of a team supporting the business and may have responsibility for managing people and a budget.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 5 Learning and Development Consultant Business Partner Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Learning and Development Consultant Business Partner and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 5 Learning and Development Consultant Business Partner. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of eight months. They must also have:

- Achieved Level 2 English and Maths, if applicable
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 5 Learning and Development Consultant Business Partner
- Compiled, and be ready to submit, a learning journal
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's learning journal meets the requirements of the knowledge, skills and behaviours set out within the Level 5 Learning and Development Consultant Business Partner Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Readiness for Gateway requires confirmation from the employer, provider and apprentice, that the apprentice has met all the mandatory requirements.

What happens during Gateway?

During the first two weeks of Gateway we will agree the project's subject, title and scope, ensuring there is sufficient scope to meet the KSBs mapped to Assessment Method 1, enabling you to stand the best chance of achievement. The Project Proposal must scope out the work-based project and should include a summary of the stages to be covered by the work-based project and an overview of the tasks as well as the specific responsibilities and duties assigned and to be undertaken by the apprentice.

Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting. The Innovate Awarding Assessor will/ Providers can book a planning meeting on epaPRO once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeal

The Level 5 Learning and Development Consultant Business Partner 30 minute planning meeting will book assessment timeslots for the:

- Work based project with Professional Discussion
- Presentation and Q&A based on Learning Journal

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invitation for all booked assessments. The apprentice will then prepare for their end point assessment.

Learning Journal Guidance

The employer will ensure the apprentice has compiled a learning journal during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the presentation and Q&A but will not be assessed by us.

We will review the learning journal in preparation for the presentation prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the learning journal being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Learning journal content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the learning journal to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Learning journal requirements:

- The apprentice must compile a learning journal during the on-programme period of the apprenticeship

- It must contain evidence related to the KSBs that will be assessed by the presentation and Q&A
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested

Evidence sources may include:

- Social media
- Blogs
- Video diaries
- More traditional paper-based methods

End-Point Assessment

Assessment Methods

Assessment Method 1: Work based project with Professional Discussion

This method has two components. First the Apprentice completes a Work based Project before progressing onto a Professional Discussion (75 minutes) based on the project. The Work based Project report should be submitted to Innovate Awarding for remote marking a minimum of one month prior to end of the six-month EPA period. This will allow grading and preparation ahead of the Professional Discussion.

Assessment Method 1 Component 1: Work based Project

The Work Based Project is a substantive piece of work, requiring the apprentice to demonstrate their L&D consultancy skills in relation to a real business-related problem or objective. It will demonstrate real activity done in the role (i.e. not simulated) and should demonstrate the aspects of the standard mapped to EPA 1. It should describe what the apprentice did, how they did it and the recommendations and outcomes that resulted from the project.

The apprentice should agree the project plan with their employer to ensure it meets their requirements. Project guidance/criteria from Innovate Awarding will be used to support this process. The employer should agree the plan to be submitted at Gateway for approval. Innovate Awarding should notify the apprentice of its approval/rejection with seven days of receipt to avoid delays.

The Apprentice will be given up to 5 months after the gateway to complete the project, for submission to Innovate Awarding.

The final Project should take the form of a formal business report of 5000 words (+/- 10%). The report should describe how the project was delivered, focusing on the actions and decisions taken, critically analysing the reasons for those, and the outcomes achieved. The project will require significant research both inside the organisation and into the learning and development profession to demonstrate breadth of understanding, and the application of this research to support the project decisions and outcomes.

The project will cover how the apprentice dealt with a significant issue facing the business/sector describing how they:

- Analysed the problem. This should include demonstrating significant consulting with relevant business stakeholders to understand the requirements of the business/team.
- Conducted relevant background research e.g. business requirements/implications, L&D/ industry developments, and any regulatory requirements. This should include relevant data analysis and budgetary/resource considerations.
- Researched and developed options for potential solutions, giving reasoned explanations as to their inclusion or rejection
- Collaborated and consulted with colleagues and the business in the development of the agreed solution
- Developed the Project plan with relevant solutions looking for impacted populations and implementing change management actions as appropriate.
- Implemented the solution
- Evaluated the solution against the agreed criteria from stakeholders
- Evaluated for lessons learnt and factors to improve upon for next time.

The project should include evidence of how the project was delivered and the outcomes achieved e.g. relevant emails; evidence of return on investment/ expectations; and/or client feedback.

Employers and training providers will use project guidance/criteria from Innovate Awarding to support the apprentice to develop a project plan. The project should be based on a real business requirement (i.e. not simulated) to also best test competence.

Assessment Method 1 Component 2: Professional Discussion

The 75-minute (+/- 10%) Professional Discussion will be based on the Work based Project undertaken by the apprentice.

The Innovate Awarding Assessor must ask the apprentice 10-12 open questions; follow up further probing type questions from the Innovate Awarding Assessor are allowed to seek clarification.

The questions should seek to assess the KSBs mapped to this method that are not evidenced through the project, and/or depth of understanding to assess performance against the distinction criteria.

Apprentices may refer to their project report, and evidence contained with the project report annexes, when answering the assessor's questions.

Assessment Method 2: Presentation/Q&A based on the Learning Journal

Innovate Awarding must schedule EPA 2 (and the Professional Discussion of EPA 1) to take place within 4 weeks of submission of the Work based Project Report and within the maximum six month EPA period, giving an apprentice a minimum of three weeks' prior notice of the time, date and venue.

The focus of the presentation is not to demonstrate further reflection on their journey through the apprenticeship, but to provide an opportunity to demonstrate the attained skills, knowledge and behaviours, using examples from the journal that best evidence these, which might include lessons learned.

The Presentation must focus on how they demonstrate the skills, knowledge and behaviours within the standard mapped to this assessment method (see annex A), giving competency-based examples on how they have demonstrated these.

The presentation should provide an example from the Learning journal that best demonstrates each of the key themes, (New and emerging trends and developments in the L&D sector, L&D Specialisms and their Business Impact, and Leadership).

It is left to the apprentice to use their creativity to select the most appropriate delivery method/s for their presentation. The Innovate Awarding Assessor will not only assess the content of the presentation but also the delivery of this – looking at their delivery style, clarity and communication skills (as required in the standard).

The presentation will be followed by a 35 minute (+/- 10%) Q&A session with the independent assessor. The independent assessor must ask the apprentice 5-7 open questions; follow up questions by the Innovate Awarding Assessor are allowed in order to seek clarification.

Grading

The innovate Awarding Assessor will make the judgment on the grade to be awarded to the apprentice, whether Distinction, Pass or Fail based on the grading criteria detailed below.

The apprenticeship for L&D Consultant Business Partner has four possible overall grades: Distinction, Merit, Pass or Fail.

However, the Innovate Awarding Assessor must individually grade each assessment method only against the criteria for a Distinction, Pass or Fail, according to the grading criteria.

No restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/retake section below.

In the event of an appeal against the grade awarded, Innovate Awarding will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

The Innovate Awarding Assessor will make the judgment on the grade to be assessment method against the criteria for Distinction, Pass or Fail. These individual grades are then combined as described below to reach the overall apprenticeship grade of fail, pass, merit or distinction.

An apprenticeship pass represents full competence against the standard i.e. fully competent in the role as described in the standard.

A premium has been placed on the Work-based Project with Professional Discussion; meaning Distinction must be achieved here for Merit or Distinction to be applied overall.

The grade of Distinction is to recognise apprentices who are outstanding L&D Consultants Business Partners who consistently demonstrate that they have excelled in the application of the knowledge, skills and behaviours stated in the apprenticeship standards, to the benefit of their organisation, having achieved a Distinction grade in both of the assessment methods.

In addition, the grade of Merit will be awarded to recognise apprentices who achieved a Distinction in their Work-based Project with Professional Discussion, and a pass in their Presentation/Q&A based on the Learning journal.

The final apprenticeship grade is based on performance across both the assessment methods. The Innovate Awarding Assessor must combine the grades of the two assessment methods to determine the EPA grade. The overall grade is based on the following principles:

- To achieve Pass grade overall the apprentice must achieve a pass in both of the end-point assessment methods.
- To achieve Merit grade overall the apprentice must achieve a distinction in the Work Based Project with Professional Discussion and pass in the Presentation/ Q&A based on the Learning Journal.
- To achieve Distinction grade overall the apprentice must achieve a Distinction in both of the end-point assessment methods

Project with Professional Discussion	Presentation/Q&A based on Learning Journal	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Merit
Pass	Distinction	Pass
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

Grading Descriptors

Assessment Method 1: Work based project with Professional Discussion

THEME: Theories, Models and Emerging Trends		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>K1 Paradigms, theories and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.</p>	<p>Referenced at least 3 recognised theories/models that underpin effective adult learning in project report and provides evidence that the project uses those. (K1)</p>	<p>Evidence of adaptation of models/theories or paradigms to better support the specific project. (K1)</p> <p>Used examples that demonstrate an understanding and insight during the discussion that goes beyond their role, 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. (B7)</p>
<p>B7 They understand and apply the commercial context, realities and drivers 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.</p>		

THEME: Analysis and Research		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>K5 Positively incorporating diversity and inclusion into L&D interventions and processes. Researching and</p>	<p>Provides evidence that during project delivery that they analysed the problem, this should</p>	<p>Can demonstrate that their research and understanding goes further – for example they may</p>

<p>applying current best practice in this area.</p>	<p>include demonstrating significant communication, collaboration and consultation with relevant business stakeholders to understand the requirements of the business/team (K7 K10 K16 S1 S2 S9 S15 B5)</p>	<p>have compared and contrasted different organisations with different learning cultures /contexts and/or that they have applied thinking beyond the organisation today, which may include consultation outside of the business. (K1 K8 S15)</p>
<p>K6 Change management methodologies, and the principles of project management.</p>	<p>– using at least three appropriate consultancy and questioning techniques to do so (K7 S19 B2).</p>	
<p>K7 Consultancy tools and techniques, for example the use of SWOT, 5 Whys, weighted matrix etc, providing costed recommendations and projected impact/Return on Investment/ Return on Equity.</p>	<p>For example the report or annexes shows use of tools to deliver this like SWOT, 5 Whys, brainstorming sessions, organisational needs analysis, etc. Can articulate how they conducted relevant background research and why this is important e.g. they have considered business requirements/metrics/implications, L&D/industry developments, any regulatory or equality and diversity requirements. (K5, K8, K9)</p>	
<p>K8 Their organisation’s vision, mission, values, strategy, plans and stakeholders; its external market and sector and the opportunities and the challenges and issues it faces. This may include an organisation’s sustainability strategy or exposure to the UK Government’s policy for net carbon zero emissions by 2050.</p>	<p>Demonstrates that they collected appropriate data and information and conducted relevant data analysis as part of the project. (K16 K17). For example, key performance indicators and metrics, benchmarking data,</p>	
<p>K9 How business, learning and HR key performance indicators and metrics build a clear picture of how the business is performing.</p>		
<p>K10 The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation. This may include the needs of staff impacted by the move to a net carbon zero economy by 2050 and the</p>		

<p>requirements for a just transmission.</p>	<p>qualitative and quantitative data.</p>	
<p>K15 How to prepare, monitor and manage a budget.</p>	<p>Has considered and planned for budgetary/resource requirements. (K6 K15 S12 S13 B7)</p>	
<p>K16 The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.</p>	<p>Evidences that they have researched and developed costed options/ideas for potential solutions, giving reasoned explanations as to their inclusion or rejection, this should include reference to consideration of any equality and diversity requirements. (K5 S3 B2 B7 B9)</p>	
<p>K17 How to identify sources, trends and anomalies in data/information.</p>		
<p>S1 Work as an L&D business partner or consultant across the whole organisation or key functions/relevant stakeholders as appropriate, to build insight into existing levels of capability against future requirements, identifying organisational skills gaps and risks. 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.</p>		
<p>S2 Use a range of techniques to obtain an initial brief from internal stakeholders and investigate and analyse data to validate the need for a learning intervention.</p>		

<p>S3 Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.</p>		
<p>S9 Influence management at all levels to collaborate and take responsibility for learning initiatives.</p>		
<p>S13 Identify and analyse potential cost savings to ensure maximum value.</p>		
<p>S15 Build effective working relationships with business managers (using the language of the business), peers and other L&D functions, together with relevant external organisations to deliver business results from L&D plans and solutions.</p>		
<p>B2 Probing and inquiring to delve deeper into opportunities, options and solutions.</p>		
<p>B7 They understand and apply the commercial context, realities and drivers 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.</p>		
<p>B9 They develop ideas, insights and solutions for</p>		

<p>defined business benefits. 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.</p>		
--	--	--

THEME: Delivering Learning and Development Business Impact

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>K6 Change management methodologies, and the principles of project management.</p>	<p>Demonstrated that the project has a clear link between the business problem/requirements and the recommendations /solution delivered and provides evidence that the project was designed to meet those. (K8 K9 K16 B7 B8 B9)</p>	<p>Provides evidence that the project's outcomes result in a real and measurable business benefit/s or improvement/s, for example provides evidence of this through improvement metrics, early indicators of Return on Investment, feedback from stakeholders/learners. Following implementation recommends future actions to ensure sustainable change. (K7 K11 K16 S13 B8 B9)</p>
<p>K7 Consultancy tools and techniques, for example the use of SWOT, 5 Whys, weighted matrix etc, providing costed recommendations and projected impact/Return on Investment/Return on Equity.</p>	<p>Has produced a project report that covers an end-to-end consultancy project process, including each of the key elements: analysis; research; option development; consultation/ collaboration; implementation and evaluation. (K6 K7 K10 K11 K16 S1 S3 S5 S9 S12 B9)</p>	<p>Demonstrated the project shows consideration of innovative and creative solutions to the problem based on a reasoned review of what fitted the requirements and budget best, which may include</p>
<p>K8 Their organisation's vision, mission, values, strategy, plans and stakeholders; its external market and sector and the opportunities and the challenges and issues it faces. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050.</p>	<p>Has articulated in the report an understanding</p>	

<p>K9 How business, learning and HR key performance indicators and metrics build a clear picture of how the business is performing.</p>	<p>of organisation’s vision, mission, values, strategy, plans, stakeholders, customers and competitors and consideration of these when undertaking the project. (K8 B7 B9)</p>	<p>demonstrable cost savings. (K15 S12 S13 B2 B8)</p>
<p>K10 The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation. 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 transmission.</p>	<p>Describes how they implemented the solution, using appropriate project management, and if relevant, change management principles to monitor. (K6 S5)</p>	<p>Demonstrates that information is shared and productive and shows that they have built mutually supportive working relationships established with colleagues inside and outside the learning and development function (as appropriate to the project), to support achievement of business goals/benefits. (S9 S15 B9)</p>
<p>K11 How to measure the impact, return on investment/expectation of learning on the business.</p>	<p>Has demonstrated that the project outcomes are implemented in a way that means measurement of the success of those outcomes is possible. (K6 K7 K11 K16 S5 B8)</p>	
<p>K15 How to prepare, monitor and manage a budget.</p>		
<p>K16 The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.</p>		
<p>S1 Work as an L&D business partner or consultant across the whole organisation or key functions/relevant stakeholders as appropriate, to build insight into existing levels of capability against future requirements, identifying organisational skills gaps and risks. This may include</p>		

<p>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.</p>		
<p>S3 Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.</p>		
<p>S5 Initiate the design of interventions and monitor implementation.</p>		
<p>S9 Influence management at all levels to collaborate and take responsibility for learning initiatives.</p>		
<p>S12 Construct and manage a learning and development budget/project/intervention, including managing the resources to effectively deliver.</p>		
<p>S13 Identify and analyse potential cost savings to ensure maximum value.</p>		
<p>S15 Build effective working relationships with business managers (using the language of the business), peers and other L&D functions, together with relevant external organisations to deliver business results from L&D plans and solutions.</p>		
<p>B2 Probing and inquiring to delve deeper into</p>		

<p>opportunities, options and solutions.</p>		
<p>B7 They understand and apply the commercial context, realities and drivers 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.</p>		
<p>B8 They are focused on outcomes and impacts.</p>		
<p>B9 They develop ideas, insights and solutions for defined business benefits. 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.</p>		

THEME: Leadership and Management		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
S9 Influence management at all levels to collaborate and take responsibility for learning initiatives.	Can provide examples from the project that demonstrates them as a sound Learning and Development expert within their team/organisation. (B5)	During the project and the consultancy activities undertaken, show that they have been able to actively influence up, down and across the organisation, in particular that they have actively influenced senior teams to action the project or support implementation of their solution. Refers to the causes of common problems with client-consultant relationships and ways of avoiding and addressing them. (S9 S15 B5)
S15 Build effective working relationships with business managers (using the language of the business), peers and other L&D functions, together with relevant external organisations to deliver business results from L&D plans and solutions.		
B5 They are a trusted partner, acting with integrity, ensuring that clients, partners and learners alike feel heard and confident in their ability to deliver.		

THEME: Resilience, Evaluation and Continuing Professional Development		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K7 Consultancy tools and techniques, for example the use of SWOT, 5 Whys, weighted matrix etc, providing costed recommendations and projected impact/Return on Investment/Return on Equity.	Articulates how they evaluated the project and its outcomes with supporting evidence of how that was done (e.g. the appendix shows use of evaluation tools) – against the criteria laid out by the stakeholders	

<p>B8 They are focused on outcomes and impacts.</p>	<p>and to make improvement for next time. (K7 B8)</p>	
<p>B9 They develop ideas, insights and solutions for defined business benefits. 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.</p>	<p>When questioned is clear on the detail of their project and the reasons for the decisions/actions they took in relation to the solution delivered and can articulate their links to business requirements. (B8 B9)</p>	

Assessment Method 2: Presentation and Q&A based on Learning Journal

THEME: Theories, Models and Emerging Trends		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>K3 The merits of different learning delivery channels to select an appropriate face-to-face, blended or digital solution.</p>	<p>Can show an understanding of latest learning practices/trends/emerging thinking, for example providing examples of where they have researched and reflected on these in their Learning Journal. (K4 B3)</p>	<p>Can demonstrate an example of where they have used their research and understanding of new and emerging trends/practice/thinking to suggest or develop new ideas for practices within their organisation. For example, using knowledge of psychology and neuroscience. (K4 B3)</p>
<p>K4 The latest learning practice, trends and emerging thinking. Current research and appropriate application of best practice/best fit solutions.</p>	<p>Can articulate how Management Information and technology can support learning, providing at least one example from their learning journal to</p>	
<p>K18 How to shape internal information systems and how they play a role to support learning.</p>		
<p>K19 How technology can support learning, including understanding of digital</p>		

platforms/delivery channels as relevant to the role.	support this. (K18 K19 K20)	
K20 Emerging technologies that can support effective learning.		
B3 A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.		

THEME: Delivering Learning and Development Business Impact

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K2 Legislation and policies that influence learning design and delivery.	During questioning can describe the range of their work and the reasons for the actions evidenced in the Learning Journal when tested. (S16 S20)	The delivery of the presentation uses more than one relevant media to best get across the presentation's points, the examples they use in their presentation are easy to understand and are explicitly linked to the KSB(s) they want to demonstrate. (S16)
K12 The learning and development structure required to meet business needs, and whether this should be inhouse, outsourced and how to source specialist expertise when required.	The presentation is delivered using appropriate media, which allows clear delivery of the presentation's points. The apprentice shows competence in their delivery style – for example the key points from the presentation are understood and have links to KSBs. (S16 S18)	
K13 The various learning and development roles, responsibilities and skills required to design and deliver face-to face, blended or digital solutions as appropriate to their role.	Professional communication skills are demonstrated during the presentation and Q&A session. (S16)	
K14 The policies and processes required for effective organisation learning.		

<p>S6 Foster and develop an embedded culture of learning and continuous improvement (e.g. through using communication campaigns).</p>	<p>Can articulate an understanding of legislation and policies appropriate to their role/organisation and state why these influence learning design/delivery. (K2)</p>	
<p>S7 Manage learning and knowledge transfer.</p>		
<p>S8 Facilitate collective and social learning using innovative technological solutions.</p>	<p>Can articulate the key components for a successful L&D function and provide at least one example from their Learning Journal to show how these have supported learning in their workplace. (K12 K13 K14)</p>	
<p>S15 Build effective working relationships with business managers (using the language of the business), peers and other L&D functions, together with relevant external organisations to deliver business results from L&D plans and solutions.</p>	<p>Can describe what is needed in an organisation to foster a Learning Culture, providing at least one activity they have undertaken/developed in order to develop/enhance the learning culture in their organisation. (S6 S7 S8 S10 S11)</p>	
<p>S16 Communicate confidently with people at all levels, including senior management.</p>		
<p>S18 Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.</p>	<p>Can provide at least one example to demonstrate where they have effectively used their facilitation skills to deliver a learning outcome or demonstrate how they have developed these skills. (S18 S20)</p>	
<p>S20 Effectively manage challenging learner and group behaviours.</p>		
<p>B11 The courage to hold up a mirror up to the organisation when diagnosing solutions.</p>	<p>Can articulate their ability to use their communication and interpersonal skills to support the achievement</p>	
<p>B12 Skilfully navigating through organisational and personal politics.</p>		

<p>B13 Responsiveness and flexibility to changing internal and external environments and business needs.</p>	<p>of outcomes and objectives in difficult or changing circumstances, providing an example to illustrate this from their Learning Journal. (S15 S16 B11 B12 B13)</p>	
---	---	--

THEME: Leadership and Management		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>S4 Develop an organisational development/Learning and development/succession plan that addresses gaps and fulfils skills, resourcing, talent, and future leadership needs in the partner/business area, accounting for changing internal and external environment, business, and learner needs. 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.</p>	<p>Can provide examples of how they have responded in a flexible way to challenging or changing work environment, demonstrating how this response was effective. (B10 B12 B13)</p> <p>Can articulate at least one example from their Learning Journal that demonstrates their relationship management skills and how these have enabled learning outcomes and/or work objectives. (S16 S17 S18 B6 B12)</p> <p>Demonstrates where they acted as a role model for learning culture and the learning and development profession. (B4 B14)</p>	<p>Articulates deep insights into own style and impact and gives an example of how they have used this to read, influence and build relationships with a variety of people including senior managers working within and around politics and formal processes. (B6 B10 B12 B14)</p> <p>Can provide an example of how they have connected with peers across the learning and development/HR professional community and benchmarked against organisations to bring best practice ideas and innovations back to benefit own organisation and acted as an ambassador/role model in this community themselves. (B1 B3 B4 B14)</p>
<p>S16 Communicate confidently with people at all levels, including senior management.</p>	<p>Can demonstrate their ability to develop organisational plans by providing at least one examples of where they</p>	
<p>S17 Work with senior leaders to carry out succession planning, organisational development,</p>		

<p>and talent pipeline plans. 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.</p>	<p>have developed these in conjunction with leaders and other departments as required. (S4 S16 S17 B6 B11 B12)</p>	
<p>S17 Work with senior leaders to carry out succession planning, organisational development, and talent pipeline plans. 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.</p>		
<p>B1 Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.</p>		
<p>B3 A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/ improvements.</p>		
<p>B4 That they act as a role model for learning within their organisation and across their networks.</p>		
<p>B6 They can enable different departments or</p>		

<p>groups to effectively work together above their own agendas and priorities.</p>		
<p>B10 Personal resilience to manage competing priorities, ensuring that they deliver the outcomes of their work through co-design and a full understanding of the impact they have on others.</p>		
<p>B11 The courage to hold up a mirror up to the organisation when diagnosing solutions.</p>		
<p>B12 Skilfully navigating through organisational and personal politics.</p>		
<p>B13 Responsiveness and flexibility to changing internal and external environments and business needs.</p>		
<p>B14 Being a role model for the L&D profession, inspiring and galvanising others around learning solutions, ensuring that learning is embedded and delivers ambitious goals, outcomes and timelines.</p>		

THEME: Resilience, Evaluation and Continuing Professional Development		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K2 Legislation and policies that influence learning design and delivery.	<p>The presentation is structured around providing competency based examples from the Learning journal that best demonstrate how they have reflected on and developed their own practice in each of the key themes:</p> <ul style="list-style-type: none"> • New and emerging trends and developments in the L&D sector (their example might look at K4 K19 K20 S8 B3) • Specialist Learning and Development (their example might look at K2 K3 K12 K18 S4 S6 S10 S17 S18 B1 B10) • Leadership (their example might look at K13 K14 S7 S14 S16 S17 S20 B4 B6 B11 B12 B13 B14) 	<p>Demonstrated that they respond well to challenges during the Q&A, for example they are able to give critically reasoned responses even when challenged. (S20)</p> <p>Can provide examples of where their reflective activity, facilitation and/or ideas have created positive change or impact for team/organisation/project. (B1 B3)</p> <p>Provided evidence that their reflective activities show a real focus on improving their leadership skills within the team and for establishing themselves as an expert and/or role model for learning and development practices. (B4 B14)</p>
K3 The merits of different learning delivery channels to select an appropriate face-to-face, blended or digital solution.		
K4 The latest learning practice, trends and emerging thinking. Current research and appropriate application of best practice/best fit solutions.		
K12 The learning and development structure required to meet business needs, and whether this should be inhouse, outsourced and how to source specialist expertise when required.		
K13 The various learning and development roles, responsibilities and skills required to design and deliver face-to face, blended or digital solutions as appropriate to their role.		
K14 The policies and processes required for effective organisation learning.		
K18 How to shape internal information systems and how they play a role to support learning.	Can articulate when questioned at least one example of where reflection has supported improvements to their work and continuous development and can	

<p>K19 How technology can support learning, including understanding of digital platforms/delivery channels as relevant to the role.</p>	<p>provide at least on example of how they actively sought feedback to improve their own performance. (S11 B1 B3)</p>	
<p>K20 Emerging technologies that can support effective learning.</p>	<p>Can articulate why feedback is important to quality learning and delivery, illustrating with reference to an example from their Learning Journal where they have done this to support continuous improvement(s). (S11 B3)</p>	
<p>S4 Develop an Organisational Development/L&D/ succession plan that addresses gaps and fulfils skills, resourcing, talent, and future leadership needs in the partner/business area, accounting for changing internal and external environment, business, and learner needs. 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.</p>		
<p>S6 Foster and develop an embedded culture of learning and continuous improvement (e.g. through using communication campaigns).</p>		
<p>S7 Manage learning and knowledge transfer.</p>		
<p>S8 Facilitate collective and social learning using</p>		

<p>innovative technological solutions.</p>		
<p>S10 Set up and manage Action Learning sets, coaching and mentoring programmes.</p>		
<p>S11 Ensure quality of learning and training delivery through providing feedback to colleagues to ensure continuous improvement of self and others.</p>		
<p>S14 Effectively engage, negotiate, and manage third party suppliers.</p>		
<p>S17 Work with senior leaders to carry out succession planning, organisational development, and talent pipeline plans. 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.</p>		
<p>S18 Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.</p>		
<p>S20 Effectively manage challenging learner and group behaviours.</p>		
<p>B1 Pro-actively seeking opportunities and feedback</p>		

<p>to develop their business acumen, improve their performance and overall capability.</p>		
<p>B3 A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.</p>		
<p>B4 That they act as a role model for learning within their organisation and across their networks.</p>		
<p>B6 They can enable different departments or groups to effectively work together above their own agendas and priorities.</p>		
<p>B11 The courage to hold up a mirror up to the organisation when diagnosing solutions.</p>		
<p>B12 Skilfully navigating through organisational and personal politics.</p>		
<p>B13 Responsiveness and flexibility to changing internal and external environments and business needs.</p>		
<p>B14 Being a role model for the L&D profession, inspiring and galvanising others around learning solutions, ensuring that learning is embedded and delivers ambitious goals, outcomes and timelines.</p>		

Annex 1: Assessment Plan and Occupational Standard

The Level 5 Learning and Development Consultant Business Partner Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

[Learning and development consultant business partner / Skills England](#)

Level 5 Learning and Development Consultant Business Partner ST0563

Version 1.1

Sector: Business and Administration

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DWP within 15 working days after the final result has been uploaded to epaPRO. The DWP will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org Within two days of receiving the email, a replacement certificate will be requested from the DWP.

Re-sits and Re-takes

Apprentices that fail one or more EPA method will have the opportunity to re-sit/re-take. Re-sits/retakes are not to be offered to apprentices wishing to move up to a higher apprentice grade. A re-sit does not require further learning, whereas a re-take does. Re-sits/re-takes can take the apprenticeship up to 2 months over the initial six months allocated for the EPA. When receiving notification of a fail, apprentices will receive feedback from the EPAO.

Re-sits of both methods of the EPA are permissible based on the following criteria:

- EPA 1 - Work based Project with Professional Discussion: If the apprentice fails the project report with professional discussion, they are permitted to formally re-submit the report and re-sit the professional discussion – the number of resubmissions/re-sits permitted is up to the employer. The resubmission of the project to Innovate Awarding and subsequent professional discussion must happen within two months of receiving notification of the initial fail grade. To avoid unnecessary delays/ disruption apprentices are permitted to progress onto EPA 2 if they fail EPA 1 overall following the Professional discussion.
- Presentation/Q&A based on the Learning Journal: If the apprentice fails the Presentation and Q&A they are permitted to re-sit/re-take this, the number of re-sits/re-takes permitted is up to the employer. This must be re-arranged by Innovate Awarding and held within one month of the original Presentation.
- Innovate Awarding must ensure that apprentices receive different questions for the professional discussion when taking a re-sit/re-take.

- All re-sit/re-takes will also be graded Distinction/Pass/Fail (so no limit to grades on re-sit/retakes) and combined with the grades for the other assessment methods to determine the EPA grade as per grading procedure described above. If an apprentice fails the re-sit/re-take they will be required to re-take the EPA in full after a period of further learning.
- In all cases the apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Support Materials

All the support materials for this apprenticeship can be found on epaPRO including the Assessment Key Verbs Document.

Use of Artificial Intelligence (AI) and referencing

Apprentice submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org



Innovate Awarding
Block F, 291 Paintworks, Arnos Vale,
Bristol, BS43AW

 innovateawarding.org

 contactus@innovateawarding.org

 +44 (0)117 314 2800