



STANDARD ASSESSMENT SPECIFICATION

Level 3
Learning and Development
Practitioner

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Learning and Development Practitioner standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

Contents

	Page
Innovate Awarding	4
Apprenticeship overview	4
Who is the apprenticeship for?	4
Role of Innovate Awarding	4
Support Materials	5
On Programme Requirements	5
Gateway	5
End-point Assessment	6
What will the End-point Assessment look like?	6
What are the Assessment Methods?	6
Work-based Project with Professional Discussion	6
Work-based Project	6
Professional Discussion	8
Presentation and Q&A based on Learning Journal	8
Apprenticeship Standard Amplification	9
Knowledge Criteria	9
Skills Criteria	10
Behaviour Criteria	13
End-point Assessment Coverage	15
Assessment Overview	15
Grading	16
Re-Assessment	16
Internal Quality Assurance	17
External Quality Assurance	17
Further Information	17

Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors.

For further information, please see our website: www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

The Learning and Development Practitioner apprenticeship is designed to develop the professional standard required of people working within the learning and development sector in organisations across the private, public and third sectors.

STANDARD NAME	LEARNING AND DEVELOPMENT PRACTITIONER
Level	3
Sector	Business and Administration
Programme duration	12-18 months
Minimum time on programme	12 months
EPA Duration	Up to 5 months
EPA Methods	Work-based project with Professional Discussion Presentation and Q&A based on Learning Journal
Outcomes	Fail, Pass, Merit, Distinction
External Quality Assuring Centre	Ofqual

Who is the apprenticeship for?

Learning and Development Practitioners may work in a range of sectors and industries. This standard covers a range of topics that will enable apprentices to work in a learning and development role. They will understand different theories relevant to learning and development roles and how to implement them to identify learner needs. They will learn the requirements for developing and delivering learning/training resources and the skills required to deliver training sessions using a range of approaches.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials provided include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Full mock assessment documents
- Assessment guidance documents

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer or internally if training is delivered by an employer-training provider.

For this standard, the following are mandated:

- completion of Level 2 Literacy and Numeracy;
- completion of the Learning Journal (ready for submission to Innovate Awarding).

During the early weeks on programme, the apprentice, employer and (if applicable) appointed training provider will agree a schedule for start and completion of the agreed development to be undertaken as part of the apprenticeship. There are no qualifications mandated to complete the apprenticeship, although employers may wish to select suitable ones to support delivery. However the key is to ensure the development phase provides the support to deliver on all the skills, knowledge and behaviours required

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to be able to evidence:

- Level 2 Literacy and Numeracy;
- Submission of the completed Learning Journal.

The employer and training provider/employer training provider must confirm that all the requirements have been met and that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be confirmed at the gateway sign-off and documented on 'EPA Pro'. This notifies Innovate Awarding that the apprentice is ready for End-point Assessment and the End-point Assessment planning will be organised.

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved all requirements of the apprenticeship standard.

What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions/concerns the apprentice may have about the assessment process
- facilitate the employer's understanding of the End-point Assessment process
- aid in the preparation requirements (e.g. arranging access, facilities and resources)

What are the Assessment Methods?

Achievement of this standard requires apprentices to be assessed using two assessment methods. The assessments must be completed in the order below. If the apprentice fails the work-based project with professional discussion, they can progress and complete the presentation and Q&A based on learning journal. The professional discussion and presentation should take place on the same day.

Work-based Project with Professional Discussion

Work-based Project

The work-based project with professional discussion is split into two components. The work-based project is a substantial piece of work requiring the implementation of a learning and development solution to a real business problem. This must be based on an activity the apprentice has completed and cannot be simulated. The activity must cover all aspects of the learning cycle (detailed in the diagram below). The apprentice must ensure that their project covers the required criteria and grading descriptors for this assessment within the amplification section below.

The project must be agreed by the End-point Assessor before apprentices begin writing their project report. The project plan should be submitted at the gateway review and the apprentice will receive approval/rejection within 7 days. If the project plan is rejected, apprentices will have 7 days to submit a new project plan for approval.

Once approved, the apprentice can commence completing their work-based project report. The report must take the form of an Executive Summary style report of 2250 words (+/-10%). The report should be supported by appendices, which are not included in the word count, which will provide evidence of the work being completed. Examples are included in the diagram below.



The Executive summary report should give an overview of how the project was delivered at each of the training cycle stages, the actions and decisions taken, and the delivery outputs achieved. The appendices will provide further evidence of the delivery of the project, the practical application of L&D skills and techniques/processes and the implementation and delivery of the learning/development solution.

The Delivery Phase must include actual delivery of the developed solution by the apprentice. This cannot be simulated delivery. The apprentice must use the delivery method defined within the design/development phase; therefore it is not limited to face-to-face delivery, and may for example, be a webinar, online/e-learning, micro learning sessions or digital video content. Whichever method is chosen it must equate to a minimum of 2-hours and a maximum of 7 hours. The delivery should be substantive enough to demonstrate competence. The delivery must be recorded and included as one of the report's appendices submitted to Innovate Awarding for marking.

The work-based project report must be submitted by apprentices no later than four months after completing the gateway review. Innovate Awarding recommend that apprentices submit their project earlier to ensure adequate time to complete the assessments and achieve the apprenticeship. Innovate Awarding will provide a structured brief for the work-based project report.

Professional Discussion

The professional discussion is based on the work-based project and report. The professional discussion will last for 60 minutes (+/-10%) and will be completed within four weeks of the work-based project report being submitted. Apprentices will be given at least three weeks' notice of the date of the professional discussion.

The professional discussion will consist of 8 to 10 questions asked by the End-point Assessor. These questions will be based on the submitted project. Follow up probing questions can be asked by the End-point Assessor to gain clarification of answers. Apprentices are allowed to refer to their work-based project report and appendices within the professional discussion.

Presentation and Q&A based on Learning Journal

The presentation and Q&A based on a learning journal must be completed after the professional discussion and should be on the same day. The assessment must take place within four weeks of the work-based project report being submitted. The presentation and Q&A are based on a learning journal completed by the apprentice while on programme. The learning journal must be submitted at the gateway review. The apprentice will be given at least three weeks' notice of the date of the presentation and Q&A.

The presentation will last for 20 minutes (+/-10%) and must demonstrate the knowledge, skills and behaviours developed, using examples from the learning journal, in particular around lessons learned. The presentation is not to cover further reflection of the apprentice's journey through the apprenticeship.

The presentation should cover three examples from the learning journal that best demonstrates:

- how the apprentice has developed their learning and development practice and/or;
- how the apprentice has developed their understanding of best practice in that area.

The apprentice must ensure that the examples used within the presentation cover the required criteria for this assessment within the amplification section below. The End-point Assessor will assess the content and the delivery of the presentation, including delivery style, clarity and communication skills using the grading descriptors in the Assessment Plan.

Following the presentation, the apprentice will complete a question and answer session that will last for 25 minutes (+/-10%). This is designed to allow a review of the learning journal and further test the content of the presentation. The Q&A will consist of 3 to 5 questions asked by the End-point Assessor, with follow up probing questions to gain clarification of answers.

Apprenticeship Standard Amplification

KNOWLEDGE CRITERIA

Ref	Knowledge Criteria
K1	Explain a range of different foundation level theories and their role in adult learning and group behaviour
K2	Explain different face to face, blended or digital learning channels and how you use them to contribute to effective learning
K3	Explain how to measure the impact of learning interventions on delegates
K4	Describe new and emerging trends in learning practice
K5	Describe how diversity and inclusion influences the planning and delivery of learning and development interventions
K6	Describe what your organisation does, the structure of the organisation, its values and the external market and sector it operates within
K7	Describe the commercial context, drivers and processes that impact learning needs and solutions
K8	Describe learning and development roles within organisations that are involved with ensuring effective learning and development
K9	Explain your own role and responsibilities within the learning and development structure
K10	Describe policies and processes required for effective organisation learning
K11	Describe the role of data to analyse learning needs and ensure effective delivery
K12	Describe the features and benefits of internal information systems for learning and development
K13	Explain how technology supports learning

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge
K1	Apprentices must be able to explain at least 4 recognised foundation learning theories and include how and when they may be applied to maximise learning for adult learning and/or group behaviour. At least one theory must cover both adult learning and group behaviour. Foundation level theories could include: learning styles, training/learning cycle, group dynamics, continuing professional development, evaluation.
K2	The apprentice must be able to explain how to decide on a delivery channel to ensure effective learning.
K3	Apprentices must be able to explain how to measure the impact of learning. Learning measurements could include: <ul style="list-style-type: none"> • L1/L2 Kirkpatrick model • Feedback forms • Questionnaires • Smile sheets • Pre/post-tests • Interviews

Ref	Knowledge
K4	Apprentices must be able to describe how to keep up to date with emerging learning practices and identify how this has influenced their training delivery.
K5	Apprentices must be able to describe how diversity and inclusion factors are considered when planning and delivering learning and development interventions. Factors could include: Venue, location, time, technology, resources, current knowledge, skills and behaviours
K6	Apprentices must be able to describe: <ul style="list-style-type: none"> • what their organisation does • how their organisation is structured • what their organisation's values are • what their organisation's external market is and the sector their organisation operates within
K7	This includes clarifying how the commercial business context drives the processes for learning needs and solutions. Apprentices must be able to explain how learning solutions are linked to a business problems/requirements.
K8	The apprentice must be able to describe the purpose of various L&D roles that may be required for effective learning and development in an organisation
K9	The apprentice must be able to explain the purpose and contributions of their own role in the wider L&D structure
K10	The apprentice must be able to describe policies and processes which affect effective organisation learning.
K11	Apprentices must be able to describe how to use data to examine learning needs and how the results are used to ensure effective delivery.
K12	The apprentice must be able to describe features and benefits of internal information systems and how internal information systems can support learning.
K13	The apprentice must be able to explain how technology supports learning including examples of digital platforms and/or delivery channels. The apprentice must be able to provide at least one example that shows their understanding of digital platforms / delivery channels.

SKILLS CRITERIA

Ref	Skills Criteria
S1	Analyse learning needs to establish team and individual capability, in line with organisational performance outcomes
S2	Use sound questioning and active listening skills to identify learning/training requirements and establish root causes
S3	Consult with stakeholders to gain the relevant information and provide feedback on the learning and training needs required
S4	Use effective analytical skills to seek out and analyse information
S5	Demonstrate accountability for learning and development solutions through to resolution, escalating complex situations as appropriate
S6	Design, construct and structure training / learning resources to meet a variety of needs
S7	Confidently engage all learners in structured learner-centred training

Ref	Skills Criteria
S8	Deliver timely planning, organisation and preparation for a training/learning event/intervention
S9	Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning skills
S10	Facilitate face-to-face, blended and digital learning, as appropriate
S11	Monitor a learner's progress and deliver motivational and developmental feedback
S12	Manage participation, attitudes and behaviours to reach learning objectives
S13	Use effective coaching skills to enable learners to achieve learning objectives
S14	Evaluate the impact of learning solutions for effectiveness, business relevance and efficiency and identify improvements based on the findings
S15	Produce evaluation mechanisms for learning outcomes, including quantitative and qualitative feedback, where appropriate
S16	Apply techniques to analyse the impact of training from learners' experience
S17	Communicate and influence through a range of media and adapt style to suit the audience
S18	Work in ways that builds trust and sound relationships with customers, learners and colleagues
S19	Where appropriate handle conflict and sensitive situations professionally and confidentially
S20	Consistently support colleagues and collaborate within the team and within learning and development to achieve results.
S21	Work in ways that builds and maintains strong working relationships with others in the learning and development team, HR and the wider business as required

DELIVERY CONTENT AND GUIDANCE

Ref	Skills
S1	Apprentices must be able to identify and analyse learning needs in order to establish team and individual capability and learning gaps in line with organisational performance outcomes. Analysis must enable effective evaluation.
S2	Apprentices must be able to use sound questioning and active listening skills to establish if there is a real training/learning need before developing learning and development solutions. They must be able to show how they have consulted to understand the needs of the business/team using at least 2 appropriate tools.
S3	Apprentices must be able to consult with stakeholders to gain relevant information on an identified business need/problem and provide feedback on the learning and training needs required.
S4	Apprentices must be able to show effective practical application of analytical skills in seeking out and analysing information. They should be able to conduct background research, including the collection and analysis of at least one appropriate data/information source. This could include a Needs Analysis Report.
S5	Apprentices must be able to demonstrate ownership to resolve learning and development solutions, including escalation of complex situations where appropriate.

Ref	Skills
S6	<p>Apprentices must be able to show that they can:</p> <ul style="list-style-type: none"> • research different delivery options • plan programmes/sessions/models • select appropriate delivery methods • design and develop materials and resources to support learning <p>Delivery options and resources must identify existing resources and include digital/online/ blended solutions.</p> <p>Activity designs must be creative, engaging, appropriate and inclusive and could include e-learning, digital collaboration, group sessions and blended learning.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> • Training and Implementation Plans • Lesson/Session Plans • Training Materials and Storyboards • Resources and activities
S7	<p>Apprentices must be able to deliver structured learner-centred training solutions, using 'content-driven' training resources, which engage all learners.</p> <p>For example, they may demonstrate how they used facilitation skills in the delivery and how they have interacted with different learners using questioning techniques.</p>
S8	<p>Apprentices will need to be able to show that they can plan and organise a training/learning event within timelines set by the organisation.</p>
S9	<p>Apprentices will need to demonstrate the use of a broad range of techniques, including how to carefully plan questions, executing the skills to ask the questions appropriately in order to interact with different learners of varying abilities.</p>
S10	<p>Apprentices need to be able to facilitate learning through face-to-face, blended and digital learning.</p>
S11	<p>Apprentices must be able to show they can monitor at least one learner's progress. Evidence should include examples of how they have provided motivational and developmental feedback.</p>
S12	<p>Apprentices must be able to use facilitation skills to achieve learning objectives when challenged with learner participation, attitude and behaviour.</p>
S13	<p>Apprentices must be able to use coaching skills to support learners in reaching learning objectives.</p>
S14	<p>Apprentices must be able to evaluate to show how they measured and assessed development initiatives for effectiveness, business relevance and efficiency using evaluation mechanisms to continually seek ways to improve learning solutions. This should include the benefits and drawbacks of different methods.</p> <p>Evaluation mechanisms could include: feedback forms, questionnaires, smile sheets, pre/post-tests or interviews.</p>
S15	<p>Apprentices must be able to use at least one evaluation mechanism for learning outcomes, using quantitative and qualitative feedback (minimum of Kirkpatrick L1 and L2 or equivalent) and explain why they chose that methodology.</p>
S16	<p>Apprentices must be able to use techniques to analyse the impact of training from a learners' experience</p>
S17	<p>Apprentices must be able to use a range of media to communicate and influence others.</p> <p>Media includes phone, face-to-face, email, online / virtual.</p>

Ref	Skills
S18	Apprentice must be able to built trust and relationships with customers/learners/colleagues. The apprentice must be able to articulate how they have developed their communication and interpersonal skills in the workplace and provide at least one example of how they used these skills effectively e.g. built trust when handling a difficult situation/conflict, collaborated within the team and supported colleagues.
S19	The apprentice must provide examples of how they consistently support colleagues and collaborate within the team and within L&D to achieve results. Examples should include how they have dealt with conflict and sensitive situations within company guidelines to achieve a resolution
S20	Apprentices must be able to support the learner to achieve successful results through collaboration and supporting the L&D team
S21	The apprentice must be able to form, build and maintain strong working relationships with others in the L&D team, HR and the wider business

BEHAVIOUR CRITERIA

Ref	Behaviour Criteria
B1	Demonstrate proactivity with looking, listening and questioning to understand and learn
B2	Demonstrate an interest in new ideas and techniques, seek and take on board feedback to identify areas for self-development
B3	Show willingness to explore and take risks to learn something new
B4	Show consideration of key stakeholders needs, alongside the needs of the business
B5	Demonstrate how to act with integrity and demonstrate organisational values in interaction with others
B6	Show outcomes of work that is co-designed, demonstrating willingness to question and challenge as appropriate
B7	Show energy and enthusiasm for work, ensuring the focus is always on delivering the best learning and business outcomes and impacts
B8	Demonstrate responsiveness and flexibility to changing business and learner needs
B9	Demonstrate personal resilience when managing competing priorities
B10	Show confidence in presentation delivery

DELIVERY CONTENT AND GUIDANCE

Ref	Behaviours
B1	Apprentices must demonstrate proactive use of reflection to describe the activities and/or learning undertaken with looking, listening and questioning to understand and learn
B2	Apprentices must be able to demonstrate active use of reflection in relation to new ideas and techniques, seeking and taking on board feedback and identifying areas for self-development
B3	Apprentices should be able to explore and take risks to learn something new.

Ref	Behaviours
B4	Apprentices will need to be able to take into account the needs of the business and key stakeholders when planning and delivering training sessions
B5	The apprentice must be able to present three examples that best demonstrates how they have acted with integrity and demonstrated organisational values in interaction with others.
B6	The apprentice needs to be able to show reflection on the requirements of those they have consulted with to support the decisions
B7	The apprentice needs to evidence how their actions have supported the achievement of a task or project
B8	The apprentice must show how they have made adaptations in response to changes in business and learner needs
B9	The apprentice must be able to demonstrate how they prioritised tasks to achieve successful and timely outcomes
B10	The apprentice must be able to deliver a presentation using appropriate media, which allows clear delivery of the presentation's points. The apprentice must be able to show competence in their delivery style and make sure the key points from the presentation are understood

End-point Assessment Coverage

Each End-point Assessment will cover specific criteria within the standard. This coverage is as follows. The coverage (for example – K 1, K5) is taken from the amplification above. The End-point Assessor will make the final decision as to whether or not the standard has been met.

Work-based project with Professional Discussion

The work-based project with professional discussion will cover the following criteria of the standard:

CRITERIA TYPE	COVERAGE
Knowledge	K1, K3, K5, K6, K7, K11
Skills	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S14, S15, S16, S21
Behaviours	B4, B6

Presentation and Q&A based on Learning Journal

The presentation and Q&A based on learning journal will cover the following criteria of the standard:

CRITERIA TYPE	COVERAGE
Knowledge	K2, K4, K8, K9, K10, K12, K13
Skills	S11, S12, S13, S17, S18, S19, S20
Behaviours	B1, B2, B3, B5, B7, B8, B9, B10

Assessment Overview

The work-based project with professional discussion must be taken before the presentation and Q&A based on learning journal can be carried out. If the apprentice does not pass the work-based project with professional discussion, they can still complete the presentation and Q&A based on learning journal.

The End-point Assessor will review the evidence for each assessment component and grade the apprentice on the following scale: Fail/Pass/Distinction. The overall assessment grade will be assessed on the following scale: Fail/Pass/Merit/Distinction. The End-point Assessor will make the final decision as to whether or not the standard has been met.

All apprentices must take all elements of the End-point Assessment and achieve both components in order to achieve the apprenticeship. To achieve a pass in either assessment, the apprentice must achieve all pass criteria for that component.

To achieve a distinction in either assessment, the apprentice must achieve all pass criteria and distinction criteria for that component.

To achieve an overall merit or distinction, the project with professional discussion assessment must be graded as a distinction. Achieving a pass in the project with professional discussion will result in the overall grade being limited to a maximum of a pass.

Grading

The marks will be combined to provide an overall grade. The grade is allocated on the following marks being achieved:

PROJECT WITH PROFESSIONAL DISCUSSION	PRESENTATION/Q&A BASED ON LEARNING JOURNAL	OVERALL GRADE
Fail in one more method or more		Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

A final grade result is provided following overall review of the apprentice's performance across the two assessment methods. A final grade result cannot be provided until both assessments have been completed.

Re-Assessment

If the apprentice fails an assessment, this will need to be completed again. For a list of the re-sit costs, please see www.innovateawarding.org. It is the responsibility of the employer and the employer/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time.

Apprentices that require a resit or retake are allowed an additional 2 months to complete their End-point Assessments, taking the total time from 5 months up to 7 months. Resits and retakes are not permitted for apprentices who have achieved an assessment and wish to achieve a higher grade. Apprentices that fail the work-based project with professional discussion must resubmit their project report and complete the professional discussion within 2 months of the fail being awarded. Apprentices that fail the presentation and Q&A based on learning journal must complete their presentation and Q&A within 1 month of the original presentation and Q&A. Where a retake is required, the apprentice must return to learning before the retake can be completed.

There are no restrictions to the grade an apprentice can achieve if they are required to complete a resit or retake. If an apprentice fails a retake, they are required to complete the entirety of the End-point Assessment after a period of further learning. There is no limit to the number of retakes that an apprentice can complete.

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policies.

External Quality Assurance

The external quality assurance organisation for the Learning and Development Practitioner standard is Ofqual. The external quality assurance organisation may require access to an apprentice's assessments and they may need access to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards

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