

# PEOPLE PROFESSIONAL

## Key information

**Reference:** ST0238

**Version:** 1.3

**Level:** 5

**Typical duration to gateway:** 22 months

**Typical EPA period:** 3 months

**Maximum funding:** £11000

**Route:** Business and administration

**Date updated:** 28/09/2023

**Approved for delivery:** 18 August 2017

**Lars code:** 190

**EQA provider:** Ofqual

## End-point assessment plan

V1.3

### Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the people professional apprenticeship. This apprenticeship has an integrated qualification which means both the qualification and apprenticeship need to be completed, passed and awarded during the same period.

The awarding body (AB) is accountable for the integrated assessment method. The end-point assessment organisation (EPAO) must take responsibility for all other assessment methods in the EPA. EPAOs and ABs must work collaboratively to manage the delivery of the EPA.

People professional apprentices, their employers and training providers should read this document.

A full-time people professional apprentice typically spends 22 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR). The integrated assessment method must be delivered by the qualification's awarding body.

Occupational competence is outlined by the EPA grade descriptors. The integrated assessment method must be marked by the awarding body. The EPA outcome is determined by the EPAO. The EPAO must combine the outcomes of integrated and non-integrated assessment methods to determine the apprentice's overall grade.

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - Presentation and questioning:

- fail
- pass
- distinction

Assessment method 2 - Professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Assessment method 3 - Assignment:

- fail
- pass

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

## EPA summary table

<p><b>On-programme - typically 22 months</b></p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard</li> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a portfolio of evidence</li> <li>• complete training towards the qualification listed in the people professional apprenticeship standard</li> </ul> <p>The qualification required is:</p> <p>L5 Associate Diploma in People Management. On programme the apprentice must complete 2 core units 5CO01 and 5CO02, 3 specialised units 5HR01, 5HR02 and 5HR03 plus 1 optional unit from 5OS01, 5OS02, 5OS03, 5OS04, 5OS05, 5OS06 or 5OS07. Unit 5CO03 must not be completed on programme as it is the integrated module.</p>
<p><b>End-point assessment gateway</b></p>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• have passed L5 Associate Diploma in People Management. On programme the apprentice must complete 2 core units 5CO01 and 5CO02, 3 specialised units 5HR01, 5HR02 and 5HR03 plus 1 optional unit from 5OS01, 5OS02, 5OS03, 5OS04, 5OS05, 5OS06 or 5OS07. Unit 5CO03 must not be completed on programme as it is the integrated module.</li> </ul> <p>For the presentation and questioning, the apprentice must submit a presentation scoping brief. To ensure the presentation allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the presentation's scope at the gateway to confirm it is suitable.</p> <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO along with any organisation specific policies and procedures requested by the EPAO.</p>
<p><b>End-point assessment - typically 3 months</b></p>	<p><b>The grades available for each assessment method are below</b></p> <p>Presentation and questioning:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul>

Professional recognition	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> <li>Chartered Institute of Personnel and Development for Associate Member</li> </ul>
Re-sits and re-takes	<ul style="list-style-type: none"> <li>re-take and re-sit grade cap: merit</li> <li>re-sit timeframe: typically 2 months</li> <li>re-take timeframe: typically 4 months</li> </ul>

### Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

### EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed L5 Associate Diploma in People Management. On programme the apprentice must complete 2 core units 5CO01 and 5CO02, 3 specialised units 5HR01, 5HR02 and 5HR03 plus 1 optional unit from 5OS01, 5OS02, 5OS03, 5OS04, 5OS05, 5OS06 or 5OS07. Unit 5CO03 must not be completed on programme as it is the integrated module.
- submit a presentation scoping brief for the presentation and questioning

The presentation scoping brief is a 500-word synopsis of their presentation. To ensure the presentation allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the presentation's scoping brief at the gateway to confirm it is suitable.

- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

#### Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 8 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration of 10 minutes; the apprentice must be in view and identifiable.

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance for example, witness statements rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

### Order of assessment methods

The assessment methods must be delivered in the following order:

The integrated assessment method must be delivered after non-integrated assessment methods have been attempted.

## Presentation and questioning

### Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Setting the presentation scoping brief at the gateway ensures the reliability and validity of the EPA and the presentation must be completed post-gateway and agreeing the presentation scoping brief as a gateway requirement should support this.

The presentation should be sent to the independent assessor at the end of week 5. The independent assessor should then devise questions.

The presentation scoping brief should be 500 words and give an overview of the apprentice suggested presentation topic. It will need to be signed off by the EPAO. Once the presentation topic has been agreed by EPAO the apprentice has 4 weeks to develop the presentation.

### Rationale

This assessment method is being used because the presentation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the KSBs assigned to this assessment method, allowing the independent assessor to draw these out, and to assess performance against the distinction criteria. Questions and answers following the presentation must seek to assess KSBs not evidenced through the presentation and depth of understanding to assess performance against the distinction criteria.

### Delivery

The presentation and questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover a summary of their role as a people professional and what they do and how this is relevant to their role and organisation. It should focus on how they tackle:

- specific problem
- a recurring issue
- an idea or opportunity

The list above is not exhaustive, but the EPAO should sign off the presentation scoping brief to confirm its suitability at the gateway.

The presentation should be structured and would be expected to include the following headings:

- data analysis
- benchmarking
- overview of the activities undertaken relating to the topic area and how these related to their role
- what was achieved as a result of the activities
- stakeholder engagement both internally and externally
- reflection on lessons learnt
- conclusion

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors in the following themes:

- analytics and creating value
- evidence based practice
- insights focused

The apprentice must submit any presentation materials to the EPAO by the end of week 5 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 1 week to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 1 week's notice of the presentation.

The independent assessor must ask questions after the presentation.

A minimum of 2 questions should be asked for each of the following themes:

- analytics and creating value

- evidence based practice
- insights focused

The presentation and questions must last 50 minutes. This will typically include a presentation of 20 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 6 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

### Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

### Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the presentation and questioning:

- independent assessor EPA materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Professional discussion underpinned by a portfolio of evidence

### Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

### Rationale

This assessment method is being used because:

- it is commonplace for people professionals to engage in detailed discussions, so this assessment method mirrors their day-to-day work
- a professional discussion is a well-recognised method of assessment which is widely used within the sector
- it allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed
- the apprentice can draw upon other supporting evidence in the portfolio and can effectively determine the authenticity of that supporting evidence
- it gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method
- it allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction grading
- it allows for testing of responses where there are a number of potential answers that could not be tested through a multiple-choice test

- it is cost effective, as it can be conducted remotely

## Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to draw out the best of the apprentice's competence and excellence.

A minimum of 2 questions will be asked for each of the following themes:

- business acumen
- people practice

A minimum of 1 question will be asked for each of the following themes:

- commercial drive
- culture and behaviour
- digital working

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 75 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 7 questions. The independent assessor must use the questions from the EPAO's question bank.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Assignment

### Overview

This is an integrated assessment method. This integrated assessment method forms part of the apprenticeship's EPA as well as the awarding of the qualification.

The KSBs aligned to this integrated assessment method will be assessed and graded by the awarding body and contribute to the overall outcome of the apprenticeship and the qualification.

The assignment for unit 5CO03 is the integrated assessment method and must be the final assessed unit for the L5 Associate Diploma in People Management qualification.

An assignment involves the apprentice answering set questions that align with the requirements of the integrated qualification.

### Rationale

This assessment method is being used because:

- it provides an opportunity to assess the apprentice's ability to diagnose professional behaviours and valuing people.
- it complements the other two assessment methods.
- it is delivered as an assignment, recognising this is a management level to the occupation, and employers' own experiences that apprentice people professionals will be suited to answering questions about scenarios.
- it reduces the assessment burden on the apprentice.

### Delivery

The assignment must give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice must sign a declaration of authenticity to state that the written responses are their own work and where they have used materials from other sources, they have been properly acknowledged. Plagiarism software must be used to assess the authenticity of the work when marked and moderated.

The delivery of the assignment for unit 5CO03 must align with the conditions set out by the awarding body for the integrated qualification. An approved centre will deliver and mark the assignment in line with the awarding body's policies and procedures.

The apprentice must start the assignment post-gateway. The apprentice must submit their assignment by the end of week 6 of the EPA period. The awarding body must give the apprentice sufficient notice of key dates for submissions.

The assignment can be submitted electronically, or paper based.

### Assessment decision

To ensure marking judgements are fair and accurate, and uphold the principles of the EPA, the marking of all integrated or parts of the integrated assessments, must be marked or graded by someone independent. This means that they must be marked by the awarding body, an independent person appointed by the awarding body, an independent assessor sourced from the EPAO or a combination of the above.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the assignment
- the grade achieved

### Marking

The responsibility for the marking of the assignment is with the awarding body. They must produce a marking scheme to be followed. The awarding body is responsible for overseeing the marking, standardisation and moderation of the assignment. The assignment must be marked in line with the awarding body mark schemes, policies, and procedures.

The centre will mark the assessment method and follow awarding body marking schemes. The awarding body will follow usual moderating and quality procedures. The awarding body must ensure a third party agreement exists and ensure a process is agreed with the approved centre. The EPAO must receive assessment results in a timely manner to enable the EPAO to determine the grade of the EPA overall. The awarding body must ensure that there is a process in place so that the EPAO is notified of the outcome of the assignment assessment method within 8 weeks of the submission of the assignment.

### Question and resource development

The awarding body must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. They should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The awarding body must ensure that questions and the specification are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The awarding body must produce the following materials to support the assignment:

- administration materials
- moderation and standardisation materials
- guidance materials



- grading guidance
- test specification
- sample test and mark schemes
- live tests and mark schemes
- question bank

The awarding body must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Presentation and questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Analytics and creating value K1 K15 K16 K21 S15 S20	Applies data analysis techniques with internal and external sources of data for people management to benchmark improvement in people policies, procedures, or people initiative (K1, K16, K21, S20).  Manages workload to meet objectives, by applying prioritisation tools and techniques (K15, S15).	Critically analyses internal and external data to make justified proposals for improvements to people policies or procedures, or new people initiatives (K1, K16, K21, S20).
Evidence based practice K2 K10 S4 S6 S18	Outlines how people systems are used for business value (K2).  Interprets people and management data using problem solving and decision-making techniques to reach conclusions and present recommendations which mitigate risk or highlight opportunities (K10, S4, S6, S18).	Synthesizes people management data from internal and external sources to identify trends and uses problem solving and decision-making techniques to make proposals that mitigate risk or highlight opportunities (K10, S4, S6, S18).
Insights focused K11 K18 S1 B1 B5	Explains project management practices they used to plan or deliver people-related change and how they have managed challenging situations (K11, B1).  Communicates information through appropriate channels working collaboratively and using a range of techniques to present information which enables stakeholders to understand what is required (K18, S1, B5).	None

### Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Business acumen <a href="#">K3 K4</a> <a href="#">K5 S7 S9 B2</a>	Describes the functions within the people profession and how each deliver people solutions for the business in the context of different people operating models and theories (K3, K4, S7).  Explains how they adapted to changing circumstances when managing and delivering people related projects to meet business aims and objectives (K5, S9, B2).	Justifies their approach when managing and delivering people related projects to meet business aims and objectives (K5, S9).
Commercial drive <a href="#">K13 K14</a> <a href="#">S12</a>	Applies commercial awareness of the business, and the external environment to analyse commercial and financial implications of people management and solutions ensuring value for money (K13, K14, S12).	None
Culture and behaviour <a href="#">K22</a> <a href="#">B6</a>	Applies current sustainable working practices taking personal responsibility for sustainability in their own work and staying up to date with developments in the sector (K22, B6).	Evaluates sustainable working practices within the business and proposes ways these might be improved (K22, B6).
Digital working <a href="#">K8</a> <a href="#">K12 S10 S13</a>	Explains their use of technology and innovation to support the delivery of people strategies in line with regulations and policies, including how emerging digital trends can be embedded in their practice (K12, S13).  Applies the legislative requirements when handling and processing people data (K8, S10).	Evaluates the delivery of people strategies using digital trends, technology, and innovation in accordance with regulations and policies and recommends improvements (K12, S13).
People practice <a href="#">K9 S3</a> <a href="#">S8 S14 S17</a>	Explains the impact of how they apply employment legislation and policies to advise and make decisions on HR issues as well as escalating concerns outside of own area of responsibility (K9, S3, S14).  Leads and improves people capability in the business, contributing to the development of policy, procedures, or initiatives (S8, S17).	None

## Assignment

Fail - does not meet pass criteria

THEME KSBS	PASS A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
Assignment <a href="#">K6 K7 K17 K19</a> <a href="#">K20 S2 S5 S11</a> <a href="#">S16 S19 B3 B4</a> <a href="#">B7 B8 B9</a>	The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentice must achieve the requirements of the pass criteria of the mandated qualification.  Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.

## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must grade the presentation with questioning and the professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment methods to determine the overall EPA grade.

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA merit, the apprentice must achieve a minimum award of distinction in either the presentation with questioning or profession discussion underpinned by a portfolio and a pass in the other methods. To achieve an overall EPA distinction, the apprentice must achieve a distinction in both the presentation with questioning and profession discussion underpinned by a portfolio.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PRESENTATION AND QUESTIONING	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	ASSIGNMENT	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Merit
Pass	Distinction	Pass	Merit
Distinction	Distinction	Pass	Distinction

### Re-sits and re-takes

If the apprentice fails one or more assessment methods, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

Non-integrated assessment methods must be attempted before the integrated assessment method is attempted. The re-sit or re-take opportunities for the integrated assessment method must fall within the typical EPA period timeframes. This is to ensure that apprentices are not disadvantaged by the assessment of qualifications being available within an assessment window occurring once a year.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

If the apprentice fails the presentation and questioning, they must amend the presentation in line with the independent assessor's feedback. The apprentice will be given 3 weeks to rework and submit the amended presentation. The independent assessor will have 1 week to review the presentation. The apprentice must have 5 days' notice of the presentation date. Alternatively, the apprentice can choose to complete a new presentation scope and presentation in which case which must be approved by the EPAO in advance of work beginning. Once approval is received from the EPAO, the apprentice has a further 4 weeks to develop their presentation.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of merit for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

### Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>• provide the EPAO with access to any employer-specific documentation as required for example, company policies</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the RoEPAO</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational standard and EPA plan</li> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>• apprentices</li> <li>• employers</li> <li>• independent assessors</li> <li>• any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</li> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• monitor the performance of all their independent assessors and provide additional training where necessary</li> </ul>

	<ul style="list-style-type: none"> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• arrange a suitable venue for the EPA</li> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm overall grade awarded</li> <li>• maintain and apply a policy for conducting appeals</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship's occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the register of apprenticeship training providers (RoATP)</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> </ul>
Awarding body	<p>As a minimum, the awarding body should:</p> <ul style="list-style-type: none"> <li>• administer the question setting and mark scheme.</li> <li>• quality assure the administration and grading of assessment method 3 by their approved training provider.</li> <li>• quality assure the processes by which approved training providers issue certificate of competency to apprentices who pass assessment method 3</li> <li>• issue certificates to apprentices who pass assessment method 3.</li> <li>• inform the EPAO of the outcome of assessment method 3</li> <li>• inform the Institute of Apprenticeships and Technical Education of any changes to the integrated assessment method that would impact on the delivery of this EPA</li> <li>• ensure approved centre that marks the assignment assessment method 3 have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan.</li> </ul>

- conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship.
- ensure a process is devised and agreed to ensure that the result of assessment method 3 assignment is given to EPAO within 8 weeks after submission.
- approve training providers that may deliver the assessment.
- ensure robust quality and moderating policies and process procedures are in place and followed.

## Reasonable adjustments

### Reasonable adjustments

The EPAO and AB must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

### Special considerations

The EPAO and AB must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO and AB must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs and ABs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 3 years or significant experience of the occupation or sector
- meet the following minimum requirements:
  - hold a recognised human resource qualification at level 5 or above

## Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

This apprenticeship aligns with:

- Chartered Institute of Personnel and Development for Associate Member

## KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
<b>K1</b> Internal and external sources of data for people management.	Presentation and questioning
<b>K2</b> People systems and how they are utilised for business value.	Presentation and questioning
<b>K3</b> People operating models and theories for different business types. e.g., small or large, private or public.	Professional discussion underpinned by a portfolio of evidence
<b>K4</b> Functions within the people profession, and how each deliver for the business.	Professional discussion underpinned by a portfolio of evidence
<b>K5</b> Business aims and objectives, and how their work contributes to them.	Professional discussion underpinned by a portfolio of evidence
<b>K6</b> Evolution of the people professional industry and the current role.	Assignment
<b>K7</b> Sources of specialist HR expertise and or guidance for people issues including ethics.	Assignment
<b>K8</b> Regulatory requirements such as data protection, confidentiality, data management, for the handling and processing of data, and its application.	Professional discussion underpinned by a portfolio of evidence
<b>K9</b> Employment legislation and policies.	Professional discussion underpinned by a portfolio of evidence
<b>K10</b> Problem solving, and decision-making techniques.	Presentation and questioning
<b>K11</b> Project management practices, and techniques.	Presentation and questioning
<b>K12</b> Emerging digital trends, and how these can be embedded in people practice.	Professional discussion underpinned by a portfolio of evidence
<b>K13</b> Commercial and budgetary implications of people management.	Professional discussion underpinned by a portfolio of evidence
<b>K14</b> Commercial awareness of the business, and the external environment which it operates within.	Professional discussion underpinned by a portfolio of evidence
<b>K15</b> Prioritisation tools and techniques e.g., priority matrix.	Presentation and questioning
<b>K16</b> Internal and external sources of data for benchmarking.	Presentation and questioning
<b>K17</b> Negotiation and influencing models and techniques.	Assignment
<b>K18</b> Communication techniques for interacting with stakeholders including appropriate presentation techniques.	Presentation and questioning
<b>K19</b> Approaches and practices of equity, diversity, and inclusion.	Assignment
<b>K20</b> Approaches to employee wellbeing.	Assignment

<b>K21</b> Data analysis techniques.	Presentation and questioning
<b>K22</b> Current practices and developments in the sector in achieving sustainable people operations.	Professional discussion underpinned by a portfolio of evidence



SKILL	ASSESSMENT METHODS
<b>S1</b> Communicate information through appropriate channels to enable key stakeholders to understand what is required.	Presentation and questioning
<b>S2</b> Build and manage multiple and diverse stakeholder's relationships.	Assignment
<b>S3</b> Advise on application of policy, regulation, and law for HR issues.	Professional discussion underpinned by a portfolio of evidence
<b>S4</b> Use data and metrics to mitigate areas of risk and highlight opportunities.	Presentation and questioning
<b>S5</b> Negotiate with and influence stakeholders to support achievement of business and organisation objectives.	Assignment
<b>S6</b> Present insight and conclusions on workforce issues or people process failures.	Presentation and questioning
<b>S7</b> Enable stakeholders to deliver people solutions. e.g., through negotiation, providing guidance.	Professional discussion underpinned by a portfolio of evidence
<b>S8</b> Lead and improve people capability within the business.	Professional discussion underpinned by a portfolio of evidence
<b>S9</b> Manage and deliver people related business and change projects.	Professional discussion underpinned by a portfolio of evidence
<b>S10</b> Handle and process people data according to legislative requirements.	Professional discussion underpinned by a portfolio of evidence
<b>S11</b> Embed organisational people policy to promote a diverse and inclusive culture with stakeholders.	Assignment
<b>S12</b> Analyse financial implications of people solutions ensuring value for money.	Professional discussion underpinned by a portfolio of evidence
<b>S13</b> Support the delivery of people strategies using technology and innovation in accordance with regulations and policies.	Professional discussion underpinned by a portfolio of evidence
<b>S14</b> Make decisions on people policy and issues raised, escalating concerns outside own area of responsibility.	Professional discussion underpinned by a portfolio of evidence
<b>S15</b> Use prioritisation tools e.g., priority matrix to manage workload, and deliver against business objectives.	Presentation and questioning
<b>S16</b> Challenge matters which conflict with ethical values or legislation.	Assignment
<b>S17</b> Contribute to the development of people policies and procedures or people initiatives.	Professional discussion underpinned by a portfolio of evidence
<b>S18</b> Interpret people and management data, from both internal and external sources to identify trends.	Presentation and questioning
<b>S19</b> Educate and support stakeholders to deal with wellbeing issues.	Assignment
<b>S20</b> Benchmark to improve people policies and procedures, or people initiatives.	Presentation and questioning

BEHAVIOUR	ASSESSMENT METHODS
<b>B1</b> Motivated and resilient to challenging situations.	Presentation and questioning
<b>B2</b> Work flexibly and adapts to circumstances.	Professional discussion underpinned by a portfolio of evidence
<b>B3</b> Seek learning opportunities and continuous professional development, incorporating them into their work.	Assignment
<b>B4</b> Act in a professional manner with integrity.	Assignment
<b>B5</b> Work collaboratively with others across the organisation and external stakeholders.	Presentation and questioning
<b>B6</b> Take personal responsibility for and promote sustainable working practices.	Professional discussion underpinned by a portfolio of evidence
<b>B7</b> Encourage a diverse and inclusive culture.	Assignment
<b>B8</b> Takes personal responsibility for and promotes wellbeing.	Assignment
<b>B9</b> Role model ethical behaviour, and practices, and challenge decisions, and actions that are not ethical.	Assignment

## Mapping of KSBs to grade themes

### Presentation and questioning

KSBs GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Analytics and creating value K1 K15 K16 K21 S15 S20	Internal and external sources of data for people management. (K1)  Prioritisation tools and techniques e.g., priority matrix. (K15)  Internal and external sources of data for benchmarking. (K16)  Data analysis techniques. (K21)	Use prioritisation tools e.g., priority matrix to manage workload, and deliver against business objectives. (S15)  Benchmark to improve people policies and procedures, or people initiatives. (S20)	None
Evidence based practice K2 K10 S4 S6 S18	People systems and how they are utilised for business value. (K2)  Problem solving, and decision-making techniques. (K10)	Use data and metrics to mitigate areas of risk and highlight opportunities. (S4)  Present insight and conclusions on workforce issues or people process failures. (S6)  Interpret people and management data, from both internal and external sources to identify trends. (S18)	None
Insights focused K11 K18 S1 B1 B5	Project management practices, and techniques. (K11)  Communication techniques for interacting with stakeholders including appropriate presentation techniques. (K18)	Communicate information through appropriate channels to enable key stakeholders to understand what is required. (S1)	Motivated and resilient to challenging situations. (B1)  Work collaboratively with others across the organisation and external stakeholders. (B5)

### Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Business acumen K3 K4 K5 S7 S9 B2	<p>People operating models and theories for different business types. e.g., small or large, private or public. (K3)</p> <p>Functions within the people profession, and how each deliver for the business. (K4)</p> <p>Business aims and objectives, and how their work contributes to them. (K5)</p>	<p>Enable stakeholders to deliver people solutions. e.g., through negotiation, providing guidance. (S7)</p> <p>Manage and deliver people related business and change projects. (S9)</p>	Work flexibly and adapts to circumstances. (B2)
Commercial drive K13 K14 S12	<p>Commercial and budgetary implications of people management. (K13)</p> <p>Commercial awareness of the business, and the external environment which it operates within. (K14)</p>	Analyse financial implications of people solutions ensuring value for money. (S12)	None
Culture and behaviour K22  B6	Current practices and developments in the sector in achieving sustainable people operations. (K22)	None	Take personal responsibility for and promote sustainable working practices. (B6)
Digital working K8 K12 S10 S13	<p>Regulatory requirements such as data protection, confidentiality, data management, for the handling and processing of data, and its application. (K8)</p> <p>Emerging digital trends, and how these can be embedded in people practice. (K12)</p>	<p>Handle and process people data according to legislative requirements. (S10)</p> <p>Support the delivery of people strategies using technology and innovation in accordance with regulations and policies. (S13)</p>	None
People practice K9 S3 S8 S14 S17	Employment legislation and policies. (K9)	<p>Advise on application of policy, regulation, and law for HR issues. (S3)</p> <p>Lead and improve people capability within the business. (S8)</p> <p>Make decisions on people policy and issues raised, escalating concerns outside own area of responsibility. (S14)</p> <p>Contribute to the development of people policies and procedures or people initiatives. (S17)</p>	None

### Assignment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Assignment K6 K7 K17 K19 K20 S2 S5 S11 S16 S19 B3 B4 B7 B8 B9	<p>Evolution of the people professional industry and the current role. (K6)</p> <p>Sources of specialist HR expertise and or guidance for people issues including ethics. (K7)</p> <p>Negotiation and influencing models and techniques. (K17)</p> <p>Approaches and practices of equity, diversity, and inclusion. (K19)</p> <p>Approaches to employee wellbeing. (K20)</p>	<p>Build and manage multiple and diverse stakeholder's relationships. (S2)</p> <p>Negotiate with and influence stakeholders to support achievement of business and organisation objectives. (S5)</p> <p>Embed organisational people policy to promote a diverse and inclusive culture with stakeholders. (S11)</p> <p>Challenge matters which conflict with ethical values or legislation. (S16)</p> <p>Educate and support stakeholders to deal with wellbeing issues. (S19)</p>	<p>Seek learning opportunities and continuous professional development, incorporating them into their work. (B3)</p> <p>Act in a professional manner with integrity. (B4)</p> <p>Encourage a diverse and inclusive culture. (B7)</p> <p>Takes personal responsibility for and promotes wellbeing. (B8)</p> <p>Role model ethical behaviour, and practices, and challenge decisions, and actions that are not ethical. (B9)</p>

## Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.3	Occupational standard, end-point assessment plan and funding band revised.	28/09/2023	Not set	Not set
1.2	Standard revised	07/03/2023	27/09/2023	Not set
1.1	The funding band for this standard has been reviewed as part of the apprenticeship funding band review. The new funding band is £7000. Typical duration changed from 36 months to 19 months on 30/05/2022	05/07/2019	06/03/2023	Not set
1.0	Approved for delivery	18/08/2017	04/07/2019	Not set

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