



End-Point Assessment

People Professional Level 5 (V1.3)
Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the People Professional Level 5 apprenticeship standard. This document is designed for apprentices, employers and training providers involved within the End-Point Assessment of an apprentice studying People Professional Level 5.

An apprentice for People Professional Level 5 should typically spend up to 22 months on programme, although this may vary depending on previous experience.

This support pack is divided into sections covering all the relevant aspects of EPA for the People Professional Level 5.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education, People Professional Level 5 Assessment Plan. For reference, you can find this document.

[People Professional L5 EPA Plan
\(\[instituteforapprenticeships.org\]\(https://www.instituteforapprenticeships.org\)\)](https://www.instituteforapprenticeships.org/People-Professional-Level-5-EPA-Plan)



EPA TIMESCALE



GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment. Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for People Professional Level 5 outline the apprentice must have:

- Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer
- Have passed Level 5 Associate Diploma in People Management (all units bar one). Refer to [People Professional L5 EPA Plan](#) for units that must be completed
- Apprentice must submit a portfolio of evidence
- Apprentice must submit a presentation scope

The gateway form must be sent to NQual between 6-14 weeks before End-Point Assessment is carried out, along with the evidence listed above.

You can access the NQual Gateway form by emailing: admin@nqual.co.uk

PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a Portfolio of Evidence which will be developed on programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the Professional Discussion.

The on-programme portfolio that will inform the Professional Discussion might include 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. (*please note that this is not an exhaustive list).

The submission should typically be 8 discrete pieces of evidence.

PRESENTATION SCOPE

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

COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the People Professional Level 5 apprenticeship standard consists of three assessment methods. These are a Presentation & Questioning, a Professional Discussion Underpinned by a Portfolio of Evidence and an Assignment. Each is outlined in further detail below.

Presentation & Questioning

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. This component will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The presentation should be sent to the independent assessor at the end of week 5. 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 devise suitable questions. NQual will give the apprentice at least 1 weeks' notice of when the presentation will be delivered.

The independent assessor will ask at least 6 questions after the apprentice has finished delivering their presentation. Follow up questions are allowed where clarification is required.

The presentation and questions must last 50 minutes. The structure of this assessment method 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.

Professional Discussion Underpinned by a Portfolio of Evidence

In the Professional Discussion, an independent assessor and apprentice have a formal two-way conversation. This 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.

The Professional Discussion will last for 75 minutes, with the apprentice being asked at least 7 questions. 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.

Assignment

This is an integrated assessment method that forms part of the apprenticeship's EPA as well as the awarding of the qualification for the L5 Associate Diploma in People Management.

The assignment will involve the apprentice answering set questions that align with the requirements of the integrated qualification.

The assignment will 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. Plagiarism software will be used to assess the authenticity of the work when marked and moderated.

The KSBs aligned to this integrated assessment method will be assessed by the approved centre and moderated by the awarding body which will then contribute to the overall outcome of the apprenticeship and the qualification.

The apprentice must start the assignment post-Gateway. The apprentice will typically 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 centre must not claim unit 5CO03 until the other two assessment methods have been sat.

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Presentation & Questioning	Professional Discussion	Assignment
Knowledge				
K1	Internal and external sources of data for people management.	✓		
K2	People systems and how they are utilised for business value.	✓		
K3	People operating models and theories for different business types. e.g., small, or large, private, or public.		✓	
K4	Functions within the people profession, and how each deliver for the business.		✓	
K5	Business aims and objectives, and how their work contributes to them.		✓	
K6	Evolution of the people professional industry and the current role.			✓
K7	Sources of specialist HR expertise and or guidance for people issues including ethics.			✓
K8	Regulatory requirements such as data protection, confidentiality, data management, for the handling and processing of data, and its application.		✓	
K9	Employment legislation and policies.		✓	
K10	Problem solving, and decision-making techniques.	✓		
K11	Project management practices, and techniques.	✓		
K12	Emerging digital trends, and how these can be embedded in people practice.		✓	
K13	Commercial and budgetary implications of people management.		✓	
K14	Commercial awareness of the business, and the external environment which it operates within.		✓	

K15	Prioritisation tools and techniques e.g., priority matrix.	✓		
K16	Internal and external sources of data for benchmarking.	✓		
K17	Negotiation and influencing models and techniques.			✓
K18	Communication techniques for interacting with stakeholders including appropriate presentation techniques.	✓		
K19	Approaches and practices of equity, diversity, and inclusion.			✓
K20	Approaches to employee wellbeing.			✓
K21	Data analysis techniques.	✓		
K22	Current practices and developments in the sector in achieving sustainable people operations.		✓	
Skills				
S1	Communicate information through appropriate channels to enable key stakeholders to understand what is required.	✓		
S2	Build and manage multiple and diverse stakeholder's relationships.			✓
S3	Advise on application of policy, regulation, and law for HR issues.		✓	
S4	Use data and metrics to mitigate areas of risk and highlight opportunities.	✓		
S5	Negotiate with and influence stakeholders to support achievement of business and organisation objectives.			✓
S6	Present insight and conclusions on workforce issues or people process failures.	✓		
S7	Enable stakeholders to deliver people solutions. e.g., through negotiation, providing guidance.		✓	
S8	Lead and improve people capability within the business.		✓	

S9	Manage and deliver people related business and change projects.		✓	
S10	Handle and process people data according to legislative requirements.		✓	
S11	Embed organisational people policy to promote a diverse and inclusive culture with stakeholders.			✓
S12	Analyse financial implications of people solutions ensuring value for money.		✓	
S13	Support the delivery of people strategies using technology and innovation in accordance with regulations and policies.		✓	
S14	Make decisions on people policy and issues raised, escalating concerns outside own area of responsibility.		✓	
S15	Use prioritisation tools e.g., priority matrix to manage workload, and deliver against business objectives.	✓		
S16	Challenge matters which conflict with ethical values or legislation.			✓
S17	Contribute to the development of people policies and procedures or people initiatives.		✓	
S18	Interpret people and management data, from both internal and external sources to identify trends.	✓		
S19	Educate and support stakeholders to deal with wellbeing issues.			✓
S20	Benchmark to improve people policies and procedures, or people initiatives.	✓		
Behaviours				
B1	Motivated and resilient to challenging situations.	✓		
B2	Work flexibly and adapts to circumstances.		✓	
B3	Seek learning opportunities and continuous professional development, incorporating them into their work.			✓
B4	Act in a professional manner with integrity.			✓

B5	Work collaboratively with others across the organisation and external stakeholders.	✓		
B6	Take personal responsibility for and promote sustainable working practices.		✓	
B7	Encourage a diverse and inclusive culture.			✓
B8	Takes personal responsibility for and promotes wellbeing.			✓
B9	Role model ethical behaviour, and practices, and challenge decisions, and actions that are not ethical.			✓

GRADING & CRITERIA

Assessments will result in the apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

The apprentice must achieve a minimum of a Pass in all components to achieve a Pass overall.

To achieve an overall 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 Distinction, the apprentice must achieve a Distinction in both the Presentation and questioning, and the Professional Discussion Underpinned by a Portfolio of Evidence.

The final grade will be decided on the following combinations.

Assessment Methods 1: Presentation & Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio of Evidence	Assessment Methods 2: Assignment	Overall Grade
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

The Pass and Distinction descriptors can be found in the tables below, separated into Presentation and Questioning, Professional Discussion Underpinned by a Portfolio of Evidence and Assignment.

Grading Descriptors for Presentation & Questioning

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
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).	Pass Data analysis techniques may include descriptive analysis, such as headcount analysis, Prescriptive analysis, such as attrition prediction and performance analysis, data visualisation and text analysis (this list is not exhaustive). You should show use of internal and external sources and explain how the data has informed improvements. Examples of how workload is managed to meet objectives using prioritisation techniques such as Eisenhower Matrix, Pareto Analysis, Critical Path Method (these are just some examples). Distinction There is a critical analysis of how data has been used to justify changes.

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).	Pass Describe human resource management systems and how they are used to add value- For example, by increasing efficiency, producing data to support decision making, improving compliance, cost saving (this list is not exhaustive). Examples should be linked to a work setting. Examples of how you have interpreted data to be able to recommend risk mitigation, or to identify new opportunities. You should include problem solving and decision-making techniques such as Root Cause Analysis, SWOT Analysis, Six Thinking Hats, Fishbone Diagrams, Force Field Analysis (this list is not exhaustive) Distinction A range of data is streamlined into cohesive information which enabled you to make proposals on managing risk or working towards new opportunities.
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).		Pass A minimum of 2 project practices along with how they were applied. These could include Risk Management, Performance Measurement, Stakeholder Analysis, Change Management Planning (this list is not exhaustive). You must give examples of challenges faced as part of people-related change. A minimum of 2 effective techniques to give information to stakeholders. Evidence of collaboration could include seeking feedback

			and input, establishing clear objectives and deadlines, resolving conflicts, giving feedback (this list is not exhaustive).
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Grading Descriptors for Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
Business Acumen K3 K4 K5 S7 S9 B2	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).	Pass A minimum of 2 people operating models and/or theories, which could include Ulrich model, The Harvard Model, AMO theory, Expectancy theory, Herzberg's Two-Factor theory (this is not an exhaustive list). A range of Functions in the people professional should be included. Distinction Your approach is justified in terms of outcomes of people related projects in line with set organisational aims.
Commercial Drive K13 K14 S12	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).		Pass Examples of how you apply commercial awareness to people management. Examples showing awareness of relevant external factors which impact on business and finances.

Culture and Behaviour K22 B6	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).	Pass A minimum of 2 examples of sustainable working practices, which may include effective management of talent, people development, supporting diversity and inclusion and prioritising well-being. Techniques for sustainability in own practice should be included, along with how you keep up sector CPD.
Digital Working K8 K12 S10 S13	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).	Pass A minimum of 2 regulations and 2 policies (relevant to technology and innovation) are included, along with how they impact on the people strategy and when processing data. Examples of how technology and innovation are embedded in your practice and used to support people strategies.
People Practice K9 S3 S8 S14 S17	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).		Pass- A minimum of 2 legislations and associated policies are included, along with the impact of them on decision making on HR issues. Examples of when you have led and improved people capability with tangible outcomes.

Grading Descriptors for Assignment

KSBs	Pass Descriptors
Assignment K6 K7 K17 K19 K20 S2 S5 S11 S16 S19 B3 B4 B7 B8 B9	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.

Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 4 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take a maximum of 60 minutes (+/- 10%).





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