End-Point Assessment

Learning & Development Practitioner
Level 3 (V1.0)
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 Learning & Development Practitioner Level 3 apprenticeship standard. This document is designed for apprentices, employers and training providers involved within the End-Point Assessment of an apprentice studying Learning & Development Practitioner Level 3.

An apprentice for Learning & Development Practitioner Level 3 should typically spend up to 18 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 Learning & Development Practitioner Level 3.

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, Learning & Development Practitioner Level 3 Assessment Plan. For reference, you can find this document.

Learning & Development Practitioner L3 EPA Plan (instituteforapprenticeships.org)

EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

Gateway

This is when the employer, apprentice, and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a maximum of 4 weeks prior to EPA.

EPA Booking

The training provider should complete the booking section on the Gateway form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

EPA Approved

NQual will send an invoice for the remaining fee once EPA is approved.

Assessment

The apprentice will complete a Work-Based Project with Professional Discussion and a Presentation and Q&A Based on Learning Journal.

Results

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

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 Learning outline the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **Complete and submit learning journal**

The Gateway form must be sent to NQual 4 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*

LEARNING JOURNAL

Apprentices must begin their Learning Journal at the start of the apprenticeship and maintain it throughout the programme until the EPA Gateway. The format is flexible, allowing apprentices to be creative in how they capture their reflections. This may include digital approaches such as blogs, video diaries or online platforms, as well as more traditional paper-based methods, provided the journal remains accessible and appropriate.

Entries should be made following relevant learning events or activities rather than to a fixed schedule. Typical examples include attending meetings, designing or delivering learning, participating in training, observing colleagues, or delivering coaching sessions, although this is not an exhaustive list. While entries are activity-led, apprentices are expected to record reflections approximately every four weeks to ensure their learning journey is consistently captured.

Each entry must focus on meaningful reflection and clearly link learning to the relevant Knowledge, Skills and Behaviours (KSBs) for this component. Apprentices should demonstrate how their experiences contribute to their development and support their readiness for the Presentation and Q&A. The journal must include reflection on both on-the-job and off-the-job learning.

In addition to reflecting on their own development, apprentices must also consider **new and emerging trends within the Learning and Development (L&D) sector**. This should include their assessment of how developments such as new technologies, digital tools, or evolving delivery methods are influencing learning in their organisation and supporting training outcomes in the workplace.

A key requirement of the journal is the inclusion of a regularly updated summary tool, such as a **heat map**. This should show the apprentice's starting point through an initial self-assessment and track progress over time against each KSB, highlighting areas of strength as well as those requiring further development.

Before submission, the journal must be signed off by the apprentice's employer and then provided to NQual for review. Although the Learning Journal is not formally assessed as part of the EPA, it will be reviewed by the Independent Assessor to inform and prepare questions for the Presentation and Q&A.

COMPONENTS OF END-POINT ASSESSMENT

Work-Based Project with Professional Discussion

This method has two components. First the apprentice will complete a Work-Based Project before progressing onto a Professional Discussion based on their project. The Work-Based Project Report should be submitted to NQual for marking a minimum of one month prior to end of the 5-month EPA period. This will allow grading and preparation ahead of the Professional Discussion and the Presentation and Q&A Based on Learning Journal.

Component 1: Work-Based Project

The Work-Based Project is a substantive piece of work that requires the apprentice to design and implement a learning and development solution to a real business problem. The project must be based on real workplace activity (not simulated) and demonstrate competence against the criteria mapped to this assessment method.

The apprentice must agree a project plan with their employer, which must be submitted by the employer to NQual at Gateway for approval. Following Gateway, the apprentice will have four months to complete and submit the project.

The final submission must take the form of an executive summary-style report of 2250 words (+/- 10%), supported by appendices (not included in the word count) that provide evidence of the work completed. The report must clearly explain what the apprentice did, how it was carried out, and the outcomes achieved.

The project report must be structured around the training cycle, demonstrating how each stage was delivered: Analysis, Design/Develop, Delivery, and Evaluation (further detail is provided in the project submission document).

As part of the Delivery phase, the apprentice must carry out the actual delivery of the learning solution in a real work environment. This cannot be simulated. The delivery format should be appropriate to the solution and may include methods such as face-to-face sessions, webinars, e-learning, microlearning, or digital content.

The delivery must be **sufficient to demonstrate competence**, with a total duration of **no less than 2 hours and no more than 7 hours**. It must be **recorded in full** and included as an appendix within the final submission. The Independent Assessor (IA) will review this recording as part of the assessment and is not required to attend the delivery itself.

Component 2: Professional Discussion

This will be a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation to confirm their competency across all KSBs for this assessment method.

The Professional Discussion must last 60 minutes and will be based on the Work-Based Project undertaken by the apprentice. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow you to complete your last answer. Further time may be granted for apprentices with appropriate needs and reasonable adjustments.

Independent assessors will ask between 8-10 questions and may ask follow-up questions for clarification purposes and to allow you to cover the KSBs for this assessment method.

Apprentices may refer to their project report when answering the independent assessor's questions.

The Professional Discussion will ideally be taken on the same day as the Presentation and Q&A component.

Presentation and Q&A Based on Learning Journal

The presentation will last 20 minutes (+/- 10%) and is designed to provide the apprentice with an opportunity to demonstrate the skills, knowledge and behaviours (KSBs) they have developed, rather than to further reflect on their overall apprenticeship journey.

The presentation must draw on **three examples** from the Learning Journal that best evidence competence, particularly in relation to lessons learned. These examples should demonstrate how the apprentice has:

- Developed their L&D practice, including how their approach has changed over time; and/or
- Built their understanding of best practice in a specific area

Examples must be presented as competency-based evidence, clearly showing how the apprentice has met relevant KSBs mapped to this assessment method. They must also make explicit links to relevant underpinning theories and models.

Following the presentation, there will be a 25-minute (+/- 10%) Q&A session with an Independent Assessor. The assessor will ask 3–5 open questions, with additional probing questions where needed to clarify responses.

The purpose of the Q&A is to:

- Explore areas of the Learning Journal identified for further investigation
- Test the depth of understanding demonstrated in the presentation
- Assess performance against the Distinction criteria

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	Work-Based Project with Professional Discussion	Presentation and Q&A Based on Learning Journal
Knowledge			
K1	Foundation level theories that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.	✓	
K2	How different learning delivery channels – face-to-face, blended, or digital – contribute to effective learning.		✓
K3	How to measure the impact of a learning intervention on delegates, e.g. L1/ L2 Kirkpatrick, improvement in skills.	✓	
K4	The latest learning practice.		✓
K5	How diversity and inclusion influence the planning and delivery of L&D interventions.	✓	
K6	What their organisation does, its structure, values and its external market and sector. This may include the needs of staff impacted by the move to a net carbon zero economy by 2050 and the requirements for a just transition.	✓	
K7	The commercial context and drivers and process behind learning needs and solutions. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	✓	
K8	The various L&D roles that may be required for effective learning and development in an organisation.		✓
K9	Their roles and responsibilities within the L&D structure.		✓

K10	The policies and processes required for effective organisation learning.		✓
K11	The role of data to analyse learning needs and ensure effective delivery.	✓	
K12	How internal information systems can support learning.		✓
K13	How technology supports learning, including understanding of digital platforms / delivery channels as relevant.		✓
Skills			
S1	Identify and analyse learning needs: establishing team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation. This may include the needs of staff impacted by the move to a net carbon zero economy by 2050 and the requirements for a just transition. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.	✓	
S2	Use sound questioning and active listening skills to understand requirements and establish root causes i.e., establishing that it really is a learning/training need, before developing L&D solutions.	✓	
S3	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements.	✓	
S4	Use effective analytical skills to seek out and analyse information.	✓	
S5	Take ownership through to resolution, escalating complex situations as appropriate.	✓	
S6	Design, construct and structure training / learning resources to meet a variety of needs, which will include: - Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources)	✓	

	- Planning programmes / sessions / modules - Selecting appropriate delivery methods - Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.) - Developing materials and resources to support learning		
S7	Confidently engage all learners in structured learner-centred training, primarily of 'content-driven' training resources.	✓	
S8	Plan, organise and prepare for a training/learning event/intervention in a timely fashion.	✓	
S9	Interact with learners of varying abilities, using a broad range of techniques, and carefully planned and executed questioning techniques.	✓	
S10	Facilitate learning in a face-to-face, blended, and digital environment 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 - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions	✓	
S15	Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate.	✓	
S16	Apply techniques to analyse the impact of training from learners' experience.	✓	

S17	Communicate and influence well through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience.		✓
S18	Build trust and sound relationships with customers/learners/colleagues.		✓
S19	Handle conflict and sensitive situations professionally and confidentially.		✓
S20	Consistently support colleagues / collaborate within the team and L&D to achieve results.		✓
S21	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.	✓	
Behaviours			
B1	Proactively look, listen and question to understand and learn.		✓
B2	An interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development.		✓
B3	A willingness to explore and take risks to learn something new.		✓
B4	Consideration of the needs of key stakeholders, alongside the needs of the business.	✓	
B5	They act with integrity and demonstrate organisational values in the way they interact with others.		✓
B6	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.	✓	
B7	An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning and business outcomes and impacts.		✓
B8	Responsiveness and flexibility to changing business and learner needs.		✓
B9	Personal resilience to manage competing priorities.		✓
B10	Confidence in delivery.		✓

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.

In order to pass the overall End-Point Assessment, the apprentice must achieve a minimum of a Pass in both components to achieve a Pass overall. To achieve a Merit grade overall the apprentice must achieve a Distinction in the Work-Based Project with Professional Discussion and Pass in the Presentation/Q&A Based on the Learning Journal. To achieve Distinction grade overall the apprentice must achieve a Distinction in both of the End-Point Assessment methods.

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

Assessment Breakdown

The final grade will be decided on the following combinations.

Assessment Methods 1: Work-Based Project with Professional Discussion	Assessment Methods 2: Presentation and Q&A Based on Learning Journal	Overall Grade
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

The Pass and Distinction criteria can be found in the tables below, separated into Work-Based Project with Professional Discussion and Presentation and Q&A Based on Learning Journal.

Grading Descriptors for Work-Based Project with Professional Discussion

KSBs	Pass Descriptors	Distinction Descriptors
K1 K3 K5 K6 K7 K11 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S14 S15 S16 S21 B4 B6	Has delivered a project that delivers the end-to-end implementation of a learning and development solution, covering each of the key aspects of the training cycle: analysis, design/development, delivery, and evaluation. Has included evidence of the delivery of each aspect of the cycle through the supporting documentation and recordings submitted in the appendices. The appendices should show use of L&D tools and processes to support the delivery of the project (K3, K7, S1, S2, S3, S4, S6, S8, S10, S14, S15). Articulates in the report how the learning solution delivered in the project is linked to a business problem/requirement and is able to provide evidence that the project has met those, this should include evidence that some sort of needs gap analysis has been undertaken (K6, K7, S1, S2, S4). Articulates in the report, with links to the project purpose, an understanding of what their organisation does, its structure, and its external market and sector (K6). Referenced at least 3 recognised foundation level theories that underpin effective adult learning and/or group behaviour in project report and provides evidence that the project uses those (K1). Evidence that planning and delivery of the project demonstrates contact and consultation with at least one internal stakeholder group. (S2, S3, B4, B6). Provides evidence that they analysed the problem: the apprentice has described and evidenced how they conducted background research, including the collection and analysis of at least one appropriate data/information source (K6, S4, K7, K11) and has identified the training/learning need - this should describe how they consulted to understand needs of the business/team as relevant (S1, S3, B4, B6) – using at least 2 appropriate tools/techniques to do so (S1, S2, S4).	Provides evidence that the learning solution delivered has/will result in a real and measurable business benefit/s or improvement/s e.g. can demonstrate this through improvement metrics, early indicators of ROI, learner/stakeholder feedback (K3, K7, S1, S14, S15, B6). Referenced more than 3 recognised foundation level theories that underpin effective adult learning and/or group behaviour in project report and provides evidence that the project uses those and/or references more advanced theories/models than those required in the standard (K1). Evidence that planning and delivery of the project goes beyond the expected level of stakeholder management and consultation, for example the apprentice has engaged effectively at senior level, effectively managed a complex set of stakeholders, or has demonstrated contact and consultation external stakeholders as appropriate (S2, S3, S21, B4, B6). Demonstrates using examples that background, research and needs analysis used more than one source and/or more complex source/s – for example reference to examples in other organisations /broader sector (K1, K7 S15). Can demonstrate critically reasoned choices for the evaluation methods used – demonstrates that they have explored a number of costed options and used an understanding of the features and benefits to select the best suited (S14, S15, S16). Used examples that demonstrate an understanding and insight during the discussion that goes beyond their role. For example, proactively discusses and demonstrates a wider understanding of the challenges and issues facing organisations in the sector/business and how those impact on their work (K6, K7).

	Can demonstrate that they took ownership of the project, referring to seniors if required (S5). Clearly articulate how they decided upon their learning/training delivery option, showing that the decision was thought through and based on research undertaken (S6, K1). Describes the process of design for the delivery with some evidence in support of that – for example suitable materials, resources, and activities (S6). Can describe how they considered diversity and inclusion factors when planning and doing the delivery (K5). Has provided description and evidence of the practical delivery of their training/learning solution, this should demonstrate that it reflects the delivery design. They can articulate how they used their delivery skills in that delivery, for example this may demonstrate how they used facilitation skills in the delivery, how they have interacted with different learners using questioning techniques (S7, S8, S9, S10). Has provided evidence that they have closed 'the loop' on the training cycle – using evaluation and reflection in the form of an evaluation report (appendices). Has provided evidence of the use of at least one evaluation mechanism during the project (minimum of Kirkpatrick L1 and L2 or equivalent) and is able to articulate why they chose that methodology (K3, K11, S14, S15, S16). When questioned can give reasons for the decisions/actions they took in relation to the learning solution delivered, this should reflect on the requirements of those they have consulted with to support those decisions (B4, B6). When questioned can provide an example of how they have formed strong working relationships in the team and/or wider business during the project (S21).	

Grading Descriptors for Presentation and Q&A Based on Learning Journal

KSBs	Pass Descriptors	Distinction Descriptors
K2 K4 K8 K9 K10 K12 K13 S11 S12 S13 S17 S18 S19 S20 B1 B2 B3 B5 B7 B8 B9 B10	The apprentice can demonstrate active use of reflection: they can describe using at least one example of how they have reflected on activities and/or learning undertaken and can articulate how could support improvements to their future performance – this may be improved knowledge, practical delivery, or behaviours (B1, B2, B3). The presentation is delivered using an appropriate media, which allows clear delivery of the presentation's points. The apprentice shows competence in their delivery style – the key points from the presentation are understood and have links to KSBs (S17, B10). The presentation is structured around providing three examples from the Learning journal that best demonstrate how they have developed their own practice (their examples might look at S11, S12, S13, S17, S18, S19, S20, B5) and/or developed their understanding of what best practice looks like in a particular area (their examples might refer to K2, K4, K8, K9, K10, S11, S12, S13, B5). Can show an understanding of latest learning practice for example providing examples of where they have considered these in their Learning Journal (K4, B1, B2). Can articulate how different learning channels contribute to learning, providing an example of considering options for channel/s from their learning journal (K2). Can articulate the key components of an L&D function (K8, K9, K10). Can articulate why good internal Information systems and technology can support learning, providing at least one example from their learning journal to support this (K12, K13). Can articulate why it's important to provide feedback to learners on their progress and illustrate this with at least one example from their learning journal (S11). Can demonstrate at least one example of where they have used facilitation skills and/or coaching to manage learner participation and support learners to reach learning objectives (S12, S13).	Can provide examples of where their reflective activity has gone to next level – by providing evidence of how they have actually implemented improvements in their practice based on their reflection – again this may be evidence of improved knowledge, practical delivery, or business behaviours (B1, B2, B3). Demonstrated that their reflection takes account of the bigger picture – for example the organisations objectives, or emerging trends and issues in the organisation's sector or L&D (B7). The delivery of the presentation uses more than one relevant media to best get across the presentations' points, they demonstrate assured delivery: the examples they make in their presentation are easy to understand and are explicitly linked to the KSB/s they want to demonstrate (S17, B10). They can illustrate that they take development opportunities further, for example by acting as a role-model for others, supporting other's development (S20, B2, B7). Through examples provided or when questioned they demonstrate a drive to progress or seek additional learning opportunities for example, by proactively sharing new ideas or best practice, by going beyond the requirements of their role, looking for additional responsibilities or opportunities, such as work shadowing or additional projects or by taking risks to learn or progress (B2, B3, B5, B7, B8).

	Can 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. used a suitable method of communication to influence a particular audience, handled a difficult situation/conflict, collaborated within the team, supported colleagues (S17, S18, S19, S20). They can describe what their organisation's values are and illustrated how they have demonstrated at least one those values when they have worked with others (B5). During questioning can articulate the range of their work and the reasons for the actions evidenced in the Learning Journal (S17). When questioned can provide an example from their Learning Journal that illustrates their energy and enthusiasm for work (B7), for example they can illustrate how actions they took supported completion of a task/project. When questioned can provide an example from their Learning Journal that demonstrates their ability to manage multiple tasks/competing priorities and take a flexible approach – for example they can describe what they did to manage these tasks, any systems they put in place to monitor, how they made decisions over prioritisation (B9, B8).	

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.

All assessment methods must be taken within a 2-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 Distinction (there is no limit to grades on re-sit/re takes). Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

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