

Working with ELS End-Point Assessment

Independent End Point Assessor - Supporting Evidence of Competency

Each apprenticeship standard sets out very clear requirements for occupational competency that we (ELS) must ensure our assessment team meet.

Please provide [detailed information](#) for how you meet the requirements of the **Learning and Development Practitioner Level 3** Standard (and pathways, where appropriate) you are applying to assess.

Name:	
Date:	
Contact number:	
Do you hold an Assessors qualification? (D32, D33, A1, CAVA) Please list dates achieved (or dates expected if working towards):	
Do you hold an Internal Quality Assurance (IQA) Qualification (D34, V1)	
Do you hold any current and valid DBS checks?	
Date the DBS Check was completed:	

STANDARD:	Occupational competency requirements, as set out in the assessment plan:	How do you meet these occupational competency requirements? <i>Consider including information such as: details of environments you have worked in, currency of your practical competence, dates and timeframes of experience, how you remain current, details of any professional registrations or qualifications you hold, <u>specific to standard and/or pathway</u>.</i> NB. For standards which have multiple pathways, please enter N/A for the pathways you have no experience in. https://www.instituteforapprenticeships.org/media/1908/st0562_learning-and-development-practitioner_level3_ap-for-publication_2_.pdf Please click on the link to look up the latest Apprenticeship Standard.	<i>Internal use only:</i> Score
Learning and Development Practitioner L3	Have excellent knowledge and understanding of the apprenticeship standard.		
	Do you have 'hands on' experience with learning / training needs, designing / sourcing training and learning solutions within the last 5 years?		
	How do you keep your CPD for this standard up to date?		

	Key knowledge, Skills and Behaviours as set out in the assessment plan:	How do you meet the standard criteria for the KBSs listed below? <i>An understanding of the apprenticeship standards and the assessment models used, with specific knowledge about the relevant industry area for the role. Explain your “hands on” experience within the following areas. Please include dates and as much detail as possible. As you type into the boxes they will expand.</i>	<u>Internal use only:</u> Score
	Technical expertise Knowledge in: <ul style="list-style-type: none"> • Foundation level theories and models that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation. • How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning. • How to measure the impact of a learning intervention on delegates, eg L1/L2 Kirkpatrick, improvement in skills. • The latest learning practice. • How diversity and inclusion influences the planning and delivery of L&D interventions. 		
	Business and Commercial understanding Knowledge in: <ul style="list-style-type: none"> • What their organisation does, its structure, values and its external market and sector. • The commercial context and drivers and process behind learning needs and solutions. 		

	<p>L&D function Knowledge in:</p> <ul style="list-style-type: none"> • The various L&D roles that may be required for effective learning and development in an organisation. • Their roles and responsibilities within the L&D structure. • The policies and processes required for effective organisation learning. 		
	<p>Management information and technology Knowledge in:</p> <ul style="list-style-type: none"> • The role of data to analyse learning needs and ensure effective delivery. • How internal information systems can support learning. • How technology supports learning, including understanding of digital platforms / delivery channels as relevant. 		
	<p>Identification of training/ learning needs Able to:</p> <ul style="list-style-type: none"> • Identify and analyse learning needs: establish team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation. • 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. • Consult with stakeholders to draw out relevant information and 		

	<p>provide feedback to inform learning and training needs requirements.</p> <ul style="list-style-type: none"> • Use effective analytical skills to seek out and analyse information. • Take ownership through to resolution, escalating complex situations as appropriate. 		
	<p>Training / Learning Design Able to:</p> <ul style="list-style-type: none"> • 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. 		
	<p>Training/ Learning delivery Able to:</p> <ul style="list-style-type: none"> • Confidently engage all learners in structured learner-centred training, primarily of ‘content-driven’ training resources. • Plan, organise and prepare for a training/learning event/intervention in a timely fashion. 		

	<ul style="list-style-type: none"> • Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques. • Facilitate and deliver learning in a face-to-face, blended and digital environment as appropriate. • Monitor a learner’s progress and deliver motivational and developmental feedback. • Manage participation, attitudes and behaviours to reach learning objectives. • Use effective coaching skills to enable learners to achieve learning objectives. 		
	<p>Evaluation Able to:</p> <ul style="list-style-type: none"> • Evaluate the impact of learning solutions - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions. • Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate. • Apply techniques to analyse the impact of training from learners’ experience. 		
	<p>Communication and Interpersonal Able to:</p> <ul style="list-style-type: none"> • Communicate and influence through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience. 		

	<ul style="list-style-type: none"> • Build trust and sound relationships with customers/learners/colleagues. • Handle conflict and sensitive situations professionally and confidentially. 		
	<p>Teamwork and collaboration Able to:</p> <ul style="list-style-type: none"> • Consistently support colleagues / collaborate within the team and L&D to achieve results. • Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required. 		

Thank you for your time completing this form

Please return your completed form to ELS by uploading your form at:

<https://www.elsbusinesstraining.co.uk/end-point-assessment/independent-end-point-assessors-and-internal-quality-assurers/>
or email it to epaenquiries@explosivelearningsolutions.com