



**The British Institute
of Recruiters**

Apprenticeship Standard for Level 3

HR Support (Cert HR)

ST0239/AP01

Earns you a Certificate in HR Practice (Cert HR)



**Accredited
Course** ✓



About Us

The British Institute of Recruiters (BloR) is a British Institute representing the highest standard mark in British recruitment. As the professional body for HR, Agency & In-House recruiters, it is the voice of people working in the recruitment and retention process that fall into the areas of agency recruitment, corporate (in-house) recruitment and HR.

What we do

The BloR provides British Recruitment Best Practice Guidance, Training, Education & Networking to Agency Recruiters, In-House Recruiters & HR teams with unrivalled services and innovation. Bringing HR, Agency & In-House specialists under a single body is essential for positive collaboration towards the common goal of an efficient, seamless process.

Why choose the BloR for your apprenticeships?

- **Content specific for a HR environment – real life HR case studies and examples**
- **Practical tools and techniques that are proven**
- **Supported by a team of HR experts with industry experience**

Bespoke StudyCourse Learner Management System – Helping Apprentices Achieve

StudyCourse helps apprentices achieve and enjoy their programme. It also helps employers oversee the progress of their apprentices.

The British Institute of Recruiters has invested heavily in technology and employs a full-time software programming and management team to design, create and maintain its secure technology on secure servers.

One such software system is StudyCourse.org which can take an apprentice from initial registration right through to the final award. It is a multi-level learning platform which manages:

- **Individual Learner Records (ILRs)**
- **Apprenticeship e-portfolios**
- **Registration forms**
- **Online, blended or classroom delivery modes**
- **Assessor/Tutor records**
- **NVQs**
- **Certificates**
- **Diplomas**
- **UK & International Learners**
- **Learner Progress & Performance Management**
- **Degree Level Apprenticeships**
- **Privately paid courses**

- Government funded courses
- All aspects of programme management, learner management, record management
- Resource Libraries
- Works Books, assignments, Handbooks, Learner Support
- Peer to Peer forums.
- IQA Management
- AO Management
- Centre Management – Requiring new modules for online centre recognition/qualification approval applications, EV reports, complaints, exam bookings, appeals, malpractice investigations, sanctions, centre risk/compliance ratings, assigning actions to centres and managing their completion on time etc.
- Complete Data, Learner and Program Control Systems and Reporting
- Certification process with certificate generation feature for paper based certificates, e-certificates and a public e-validation portal

StudyCourse has been in successful operation for 4 years and is constantly being updated and improved in terms of features set, user experience, learner experience and management effectiveness.

All aspects of the development, delivery and award of qualifications can be managed by StudyCourse or associated technology, CRMs and databases currently in use by The British Institute of Recruiters.

All data is held on secure servers, with daily backups. We comply with the Data Protection Act and have a current ICO certificate and SSL Certificates.

Our professional industry accreditations include

Recruitment Director Accreditation
mBloR DIR

Individual Professional Accreditations
mBloR, Cert RR, Cert PRP, Cert HR, Dip BloR

Company Accreditations
Certified Recruitment Business & Professional Recruitment Business

Our professional courses are delivered in many ways to suit you

Private Distance Learning, Blended Classroom Learning, Apprenticeships, Government Loan Funded.

Course Prospectus includes Recruitment, Management, HR, Sales & Marketing, Back Office & Finance.

Chartered status

The British Institute of Recruiters is actively lobbying to introduce Chartered Status in British Recruitment, creating Chartered Recruitment Businesses.

How Apprenticeships Are Delivered

1

Discussions

With the employer to assess their needs and advise on the right program to fit the business needs. Discussion with the apprentice to advise and guide on the appropriate course and levels.

2

Enrolment & Agreements

Paperwork that is signed and sets out all expectations. At this stage, we advertise the apprenticeship roles on the government site if the business needs to hire.

3

Initial Assessments & Diagnostics

To establish levels of competency and needs including functional skills support and the favoured learning style.

4

Plan the Program

Create an individual learning plan that meets the needs of the learner and business. Include where needed components such as bespoke content (including existing client training materials), on site training, webinars, face to face tutorials and virtual visits.

5

Technology

Get your own bespoke study area on our professional learning platform. The British Institute of Recruiters runs the state of the art learning platform called StudyCourse. Use StudyCourse to access learning materials, resources, assignments, upload achievements and more. Employers can also track learner progress.

6

Monthly Tutor Visits

Each month the tutor will visit the learner to teach, support and advise, making the learning experience exciting and individual. Visits can be face to face or virtual using GoToMeeting and other technologies.

7

End Point Assessment (EPA)

For Apprenticeship Standards, End Point Assessment is carried out by an independent organisation. Our professional tutors will get you ready for EPA.

8

Achievement

Our achievement success rates are excellent as we ensure we provide a quality learning experience that is highly valued by employers.

9

Professional Registration & Progression

For recruitment, The British Institute of Recruiters is the body that provides Professional registration and post-nominal letters as well as professional membership - mBIoR.

Level 3 HR Support

Role / Occupation:

HR Support

Occupational Profile:

HR Professionals in this role are typically either working in a medium to large organisation as part of the HR function delivering front line support to managers and employees, or are a HR Manager in a small organisation. Their work is likely to include handling day to day queries and providing HR advice; working on a range of HR processes, ranging from transactional to relatively complex, from recruitment through to retirement; using HR systems to keep records; providing relevant HR information to the business; working with the business on HR changes. They will typically be taking ownership for providing advice to managers on a wide range of HR issues using company policy and current law, giving guidance that is compliant and where errors could expose the organisation to employment tribunals or legal risk. In a larger organisation they may also have responsibility for managing a small team – this aspect is outside the scope of this apprenticeship and will need to be covered separately by the employer.

Requirements: Core Knowledge, Skills and Behaviours

Knowledge	What is required
Business understanding	Understands the structure of the organisation; the products and services it delivers; the external market and sector within which it operates; where their role fits in the organisation; the 'Values' by which it operates and how these apply to their role.
HR Legislation and Policy	Basic understanding of HR in their sector and any unique features. Good understanding of HR legislation and the HR Policy framework of the organisation. Sound understanding of the HR Policies that are relevant to their role. Knows where to find expert advice.
HR Function	Understands the role and focus of HR within the organisation; its business plan / priorities and how these apply to their role.
HR Systems and Processes	Understands the systems, tools and processes used in the role, together with the standards to be met, including the core HR systems used by the organisation.



Skills	What is required
Service Delivery	Delivers excellent customer service on a range of HR queries and requirements, providing solutions, advice and support primarily to managers. Builds managers' expertise in HR matters, improving their ability to handle repeated situations themselves where appropriate. Uses agreed systems and processes to deliver service to customers. Takes the initiative to meet agreed individual and team KPIs in line with company policy, values, standards. Plans and organises their work, often without direct supervision, to meet commitments and KPIs.
Problem solving	Uses sound questioning and active listening skills to understand requirements and establish root causes before developing HR solutions. Takes ownership through to resolution, escalating complex situations as appropriate.
Communication & interpersonal	Deals effectively with customers/colleagues, using sound interpersonal skills and communicating well through a range of media eg phone, face to face, email, internet. Adapts their style to their audience. Builds trust and sound relationships with customers. Handles conflict and sensitive HR situations professionally and confidentially.
Teamwork	Consistently supports colleagues /collaborates within the team and HR to achieve results. Builds/maintains strong working relationships with others in the team and across HR where necessary.
Process improvement	Identifies opportunities to improve HR performance and service; acts on them within the authority of their role. Supports implementation of HR changes/projects with the business.
Managing HR Information	Maintains required HR records as part of services delivered. Prepares reports and management information from HR data, with interpretation as required.
Personal Development	Keeps up to date with business changes and HR legal/policy/process changes relevant to their role. Seeks feedback and acts on it to improve their performance and overall capability.

Behaviours	What is required
Honesty & Integrity	Truthful, sincere and trustworthy in their actions. Shows integrity by doing the right thing. Maintains appropriate confidentiality at all times. Has the courage to challenge when appropriate.
Flexibility	Adapts positively to changing work priorities and patterns when new tasks need to be done or requirements change.
Resilience	Displays energy and enthusiasm in the way they go about their role, dealing positively with setbacks when they occur. Stays positive under pressure.



Duration

The length of this apprenticeship should typically be 18 - 24 months.

Qualifications

There are no required qualifications for this apprenticeship.

The employers are keen to drive up professionalism and standards within HR so the Assessment Plan contains suggested qualifications/units that employers can use to ensure robust technical knowledge.

Apprentices without Level 2 English and Maths will need to achieve this level prior to completion of their Apprenticeship.

Link to professional registration and progression

Successful completion of this standard will enable the individual to apply for Associate Membership (Assoc CIPD) of the Chartered Institute of Personnel and Development (CIPD), the professional body for the HR sector, if they take the qualifications suggested. Without the qualification, individuals can become an Associate Member of CIPD if their end point assessment is carried out by a provider approved by the professional body.

It forms the foundation of a career within the profession, giving the base for further development through a career path within an organisation and/or through the HR Consultant/Partner apprenticeship. The apprentice can choose to stay within core HR or diversify into one of the specialist areas of HR.

Level

This is a Level 3 apprenticeship.

Review date

After 3 years or when significant change is required.

End Point Assessment Plan

Summary

This Assessment Plan covers the HR Support Standard that has been developed by a cross sector group of employers, together with input from several training providers and the Professional Body.

The focus of the apprenticeship is primarily on individuals who are new to the role or are progressing on their career journey through the organisation. The purpose of the end point assessment is to assess whether the apprentice has met the requirements of the standard. Within this, the assessment should:

1. Have maximum relevance to the real job that the apprentice is doing to truly test full competence in the role
2. Give assurance to the employer that the apprenticeship is being delivered in a consistent and appropriate manner

The major components of the apprenticeship as it evolves throughout the period and the roles of each of the major parties are shown in the diagram below – the timings are an example, assuming a two year apprenticeship. Within this are contained the development of organisation specific knowledge, the skills and behaviours required to do the role, on programme assessment and the end point assessment.

Month	Apprentice	Employer	Training Provider	Independent Assessment Organisation
0	Understand job role and apprenticeship commitment	Deliver induction training and understand role in apprenticeship	Explain apprenticeship roles, timetable and commitments. Complete ESFA admin requests.	
1-19	Works to role objectives/KPIs/ Training plan Develops Knowledge, Skills, Behaviours	Manages as any other employee inc Performance Management vis monthly 1to1s etc	Monitors progress, identifies gaps, delivers apprentice learning and support as required. Completes ESFA admin requests.	
6-19	Continues building required Knowledge Skills, Behaviours	Supports and coaches	Supports and trains	
18-19		'Gateway' to end point assessment Employer and TP review progress and Employer decides whether Apprentice has achieved competency levels required vs the standard.		
19-20	Apprentice, Employer and TP work together to agree the content of the Consultative Project. TP signs off vs Assessment Plan requirements.			Agree content of Consultative Project
21-23	Complete Consultative Project. Submits for assessment.			Agree Consultative Project
24	Prepares for and participates in Professional Discussion.	Informs apprentice of grade achieved	When decision made, completes ESFA admin requirements	Conducts Professional Discussion. Determines grade for apprentice. Informs employer of decision



Recommended On programme Assessment (dark blue in diagram above) – Our approach to ensuring that the apprentice is on track during the apprenticeship is based on the employer’s Performance Management (PM) process with the following key elements:

- Line Manager uses the formal PM process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- Training Provider can support this by ensuring that the requirements of the apprenticeship are reflected in the PM process and filling any gaps through their work with the apprentice.
- Training Provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice’s preferred learning style and improve their learning agility.
- Regular check points between the Line Manager and Training Provider (aligned with the PM process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their work as they go through the apprenticeship - this can be used in reviews with the Line Manager and Training Provider as well as to support / contribute to the material submitted as part of the end point assessment. This learning record should be kept online wherever possible.

Gateway (yellow in the diagram above) - The decision as to when the apprentice is ready to move on to the end point assessment will be made by the Line Manager and the Training Provider based on their monitoring of apprentices’ progress. The Employer will make the final decision as to whether the apprentice meets or is close to meeting the requirements of the standard and is therefore ready to move on to End Point Assessment.

On-programme assessment will include completion of L2 English and Maths if this has to be taken as part of the apprenticeship.

End point Assessment (green in the diagram above) – this contains two main components which are described in more detail in the next section:

- A Consultative Project, which contains a range of evidence demonstrating that the apprentice has met the requirements of specific Knowledge and Skills
- A Professional Discussion that will explore the specific Skills and Behaviours

Assessment Method	Area Assessed	Assessed by	Grading	Indicative Weighting
Consultative Project	Knowledge & some Skills	Independent Assessment Organisation	Fail / Pass / Distinction	50%
Professional Discussion	Behaviours & some Skills	Independent Assessment Organisation		50%



End Point Assessment

1. What is being assessed

The Independent Assessment Organisation will develop the detailed Assessment Tools, based on this Assessment Plan.

The End Point Assessment will be synoptic and therefore cover the knowledge skills and behaviours in the Standard. These are listed in Appendix 1. Some knowledge will be evidenced implicitly through the skills demonstrated by the apprentice e.g. providing advice on the organisation's HR policies and procedures can only be done if the apprentice understands those policies and procedures.

2. How will assessment be carried out

The focus of the end point assessment is on the apprentice being able to meet the requirements of the Standard and to be able to demonstrate this through the work that they have done. It takes place in the last 3-4 months of the apprenticeship, once the apprentice has met the Gateway criteria, and consists of two assessment methods:

- **Consultative Project**
- **Professional Discussion**

The Employer, Training Provider and Independent Assessment Organisation will work with the apprentice to agree the content of the Consultative Project, providing guidance as to the content, structure etc. The Independent Assessment Organisation will sign this off.

Page 2 and 3 details which knowledge, skills and behaviours are expected to be covered by the two assessment methods. In the event that an apprentice cannot complete a Project covering all of the required knowledge and skills, due to their organisational circumstances, then it is permissible for a maximum of three of the listed components of knowledge / skill to be assessed in the Professional Discussion instead. This will be identified by the Independent Assessment Organisation when the content of the Project is agreed.

The two assessment methods will build up a cumulative picture of how well the apprentice has met the requirements of the Standard.

2.1. Consultative Project

The Consultative Project will be a real example of work done by the apprentices in their role that will be completed after the Gateway, taking a maximum of three months.

The Project will require the apprentice to describe how they have applied their knowledge and HR related skills to deliver the services required by the role as described in the Standard. It should describe a situation where the apprentice has successfully worked with a customer (probably an internal one) to deliver a specific piece(s) of HR advice or provide an HR solution(s) for them. The content of the project should include project objectives, scope of the work, description of the situation/problem/business need, methodology used, information gathered / findings, conclusions and recommendations, implementation plan. Examples of typical projects might include: providing advice/guidance to a manager / team on a range of HR matters from recruitment through to retirement; taking a defined role in a larger project run by more senior members of the HR team; carrying out analysis of HR information and producing recommendations for action. The project should be 3000 words +/- 10%.

A more detailed brief for the Consultative Project will be provided by the Independent Assessment Organisation.

As the Consultative Project will be relevant to the actual business context and role that the apprentice is performing, it may not be possible to cover all of the knowledge and skills that are expected in the Project, as listed in Appendix 1. If this situation arises, then a maximum of three of the listed components of knowledge / skill can be assessed in the Professional Discussion instead. This will be agreed when the Project is scoped at the start of the End Point Assessment and signed off by the Independent Assessment Organisation

The Consultative Project will be sent to the Independent Assessment Organisation for a fully independent assessment against the standard. It will be marked before the Professional Discussion is carried out. The Professional Discussion should be carried out within two weeks of the Project being marked.

2.2 Professional Discussion

The Professional Discussion will be conducted after the Independent Assessor has reviewed and marked the Consultative Project. It will focus on the Skills and Behaviours specified, together with any Knowledge and Skills components that have not been covered in the Consultative Project. To ensure consistency of approach, the Independent Assessment Organisation will provide a bank of standard questions that the Independent Assessor will use. The bulk of these will be the Skills and Behaviours listed that must be tested in the Professional Discussion. In addition, the question bank will also include questions that explore the Knowledge and Skills covered by the Consultative Project. There should be 13-16 questions in each Professional Discussion carried out with an apprentice and each question should focus on a single component of Knowledge, Skill or Behaviour as listed in Appendix 1. The question bank should be reviewed by the Independent Assessment Organisation at least once in the 3 year life of this Assessment Plan.



Having marked the Consultative Project, the Independent Assessor should confirm the Knowledge and Skill components normally covered by the Consultative Project for which they do not have evidence. They should then add into the Professional Discussion any additional questions (from the question bank) that are required to cover these Knowledge and Skill components. The Professional Discussion is expected to last between 60 and 75 minutes.

The Professional Discussion may be carried out face to face, typically at the employer's premises, or remotely using e.g. video conference or Skype, depending on numbers and locations of apprentices.

The combination of these assessment methods builds a cumulative picture of performance against the Standard. They require apprentices to demonstrate the application of knowledge, skills and behaviours in an integrated manner to deliver the required outcomes, enabling the Independent Assessment Organisation to make an holistic judgement about how well the apprentice meets or exceeds the Standard.

3. Who carries out the assessment

The End Point Assessment will be carried out by an Independent Assessment Organisation. The Employer and Training Provider may have a role in ensuring that the apprentice is ready for End Point Assessment and understands what is required, but they do not play any part in the decision of the grade to be awarded. Their respective roles are as follows:

Assessor	Role
Employer	<ul style="list-style-type: none">• Brings a view of the apprentice from Performance Management and working with them in the workplace through the apprenticeship• Has greatest clarity about whether the apprentice is fully competent in the workplace• While consulting others, such as the training provider and apprentice, makes the final decision to put the apprentice through the Gateway to commence the End-Point Assessment• Plays no part in the End-Point Assessment itself
Training Provider	<ul style="list-style-type: none">• Brings a view of the apprentice from supporting them through the apprenticeship• Brings greater understanding of the assessment process than the employer and hence broader view on competence• Provides advice and guidance on the assessment process• Plays no part in the End-Point Assessment itself
Independent Assessor	<ul style="list-style-type: none">• Brings a completely independent view to the end point assessment as they have had no engagement with the apprentice until now• Reviews and marks the Consultative Project• Conducts and marks the Professional Discussion• Determines the grade to be awarded to the apprentice

To ensure that any assessor is competent they will be trained in the assessment process (see next section) and will also have to meet certain criteria, including:

- **Minimum 5 years' experience working in HR plus familiarity with the role covered by the apprenticeship.**
- **Current CPD activity that shows they are up to date with current developments in the sector**
- **Technical and management expertise to ensure they can assess all areas of the Standard.**
- **No conflict of interest, past or current relationship with the apprentice.**



Any organisation is eligible to deliver assessment services against this Standard, by meeting the requirements of the ESFA's Register of Apprentice Assessment Organisations. Individual employers must select an organisation from that Register to deliver assessment services for this Standard.

4. Independence

Within our assessment approach, independence is achieved through the end point assessment being carried out by the Independent Assessment Organisation. Their Independent Assessor will make a synoptic assessment of each apprentice's work, including the grade to be awarded, on the basis of evidence supplied.

5. Quality Assurance - Internal

The responsibility for the robustness of the assessment process is held by the Independent Assessment Organisation.


This ensures that there is true independence, impartiality, validity and reliability in the assessment. The role of the Independent Assessment Organisation is summarised below:

- **Develops and maintains the Assessment Tools that are used by all to carry out assessments**
- **Reviews the Assessment Tools at least once in the 3 year life of this Assessment Plan**
- **Provides a panel of individual assessors that meet the requirements set out in this assessment plan**
- **Trains and certifies all individual assessors to be able to assess consistently against the Standard**
- **Applies robust internal quality assurance and verification processes to the assessments e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment**
- **Runs at least annual standardisation events to ensure consistency between their assessors**
- **Runs the appeal process for any appeals that arise from assessment decisions**

The Independent Assessment Organisation itself must have:

- **Understanding of the sector and the assessment requirements for the Standard, together with the expertise to develop and administer the Assessment Tools required**
- **Capability to deliver assessments at the scale and with the levels of service required**
- **Geographical coverage required**
- **Capability to source assessors with the requisite background to be both credible and effective**
- **Robust internal verification and quality assurance processes**

Within this approach, independence is achieved through the end point assessment being carried out by the Independent Assessment Organisation. They will make a synoptic assessment of each apprentice's work, including the grade to be awarded, on the basis of evidence supplied in the Consultative Project and the Professional Discussion.



The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of Assessment Tools that are used by all assessors and to inform the training that assessors receive. The Independent Assessment Organisation will create the tools and materials to be used in assessment based on this Plan. These will be developed as soon as the Assessment Plan is approved and will be held by the Independent Assessment Organisation. Particular attention will be paid to ensuring that the tools are consistent and produce comparable results. The Independent Assessment Organisation will thereafter be responsible for monitoring the work of the individual assessors to ensure continuing robustness – independent, consistent, accurate.

All assessors will be required to have the skills and experience outlined in the previous section. They will be trained and approved by the Independent Assessment Organisation to ensure that they are capable of using the tools developed for assessment in a fair and consistent manner to make reliable judgments.

The Independent Assessment Organisation will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

6. Quality Assurance - External

External quality assurance of the end point assessment for this apprenticeship standard will be undertaken by the Institute for Apprenticeships. The rationale for selecting the Institute is as follows:

- **There is no appropriate employer body and the employers do not wish to set one up**
- **Relevant Professional Bodies are applying to be End Point Assessment Organisations**
- **OfQual is not seen as appropriate by the Trailblazer group based on prior experience. OfQual have also stated that they will treat the apprenticeship as a qualification. The employers see the apprenticeship as competence in a real job in the workplace.**

7. Grading

The Independent Assessment Organisation will make the decision on the grade to be awarded to the apprentice based on their scoring of the two components of the End Point Assessment, the Consultative Project and the Professional Discussion. The apprentice will be awarded a Fail, Pass or Distinction for each assessment method and for the overall apprenticeship. In order to gain a Pass the apprentice must achieve a Pass in each method – this represents full competence against those particular Knowledge, Skills or Behaviours in the Standard. The Distinction is designed to recognise the small proportion of apprentices who are seen as outstanding employees, regularly going beyond what is required to be competent in the role and seen as having greatest potential for the future.

The apprentice who achieves a Distinction can be described in broad terms as:

- **Consistently exceeding the standards set for the role (both what is delivered and how it is delivered)**
- **Able to perform well in difficult situations or when under pressure**
- **Being seen as a role model by others**
- **Able to work upwards as well as with peers**

The following table shows the combination of assessment method grades to determine the overall grade:

Grading	Consultative Project	Professional Discussion
Distinction (85 to 100 marks)	Distinction	Distinction
Pass (60 to 84 marks)	Pass	Pass
Fail (59 marks or less)	The apprentice has not achieved a minimum of a Pass in both methods	



The overall grade is arrived at using a 50:50 weighting of the two scores.

The table below outlines the scoring criteria that will be applied for each assessment method. Detailed guidance will be developed by the Independent Assessment Organisation. It is based on the following principles:

- All Pass criteria need to be achieved – in achieving this the apprentice will be demonstrating all Knowledge, Skills and Behaviours in the standard
- Distinction builds on the Pass criteria

End Point Element	Distinction Criteria	Pass Criteria	Fail Criteria
Consultative Project (100 marks)	<p>Score 85 and above In addition to the Pass criteria:</p> <ul style="list-style-type: none"> • Demonstrating insight into the issues facing the business • Meeting challenging customer needs and delivering appropriate HR advice / guidance • Taking personal initiative to consistently exceed required standards and targets 	<p>Score 60 to 84 Using Appendix 1, provides evidence of the required knowledge and skills with particular emphasis on:</p> <ul style="list-style-type: none"> • Understanding and application of HR legislation, policies and procedures relevant to their role • Developing a clear understanding the business situation through appropriate questioning and active listening • Providing HR advice and guidance that are appropriate to the business context • Building the skills of managers in dealing with HR matters 	<p>Score 59 or below</p> <ul style="list-style-type: none"> • Fails to provide evidence to meet all knowledge, skill and behaviour requirements



End Point Element	Distinction Criteria	Pass Criteria	Fail Criteria
Professional Discussion (100 marks)	<p>Score 85 and above</p> <p>In addition to the Pass criteria:</p> <ul style="list-style-type: none"> Communicating effectively with people above them in the organisation, up to senior management Working well and delivering results when under pressure Taking a leadership role within their team when appropriate 	<p>Score 60 to 84</p> <p>Using Appendix 1, provides evidence of the required skills and behaviours with particular emphasis on:</p> <ul style="list-style-type: none"> Demonstrating effective working relationships with customers Showing how they have communicated effectively, using a range of media, at all required levels of the organisation Supporting colleagues and collaborating to achieve results Showing how they have developed themselves in the role and kept up to date with technical HR changes 	<p>Score 59 or below</p> <ul style="list-style-type: none"> Fails to provide evidence to meet all knowledge, skill and behaviour requirements

In the event of a resit or a retake being required, then a fail on one of the assessment methods will require that assessment method to be repeated. If both assessment methods are failed, then the entire End Point Assessment must be repeated. A resit or a retake is at the employer’s discretion. The maximum grade available for an apprentice who retakes / resits is a Pass. It is therefore important that an apprentice is not progressed through the Gateway until the employer and training provider are confident that they are ready for the End Point Assessment.

In the event of an appeal against the grade awarded, the Independent Assessment Organisation will carry out an independent review of the evidence to confirm or modify the grade in line with their standard procedures.

Implementation

Whilst the major focus of this Plan is to ensure that it delivers robust and high quality assessments that accurately assess competence against the Standard, the employers have also considered the practicalities of implementation carefully in the light of the number of apprenticeships and geographic coverage. Our view is that approximately 2-400 apprentices a year will use this standard. As it is difficult to estimate numbers for a profession that has had few apprenticeships in the past, we are ensuring that our assessment approach is easy to scale up. Our approach is designed to deliver a robust, cost effective and manageable assessment of competence in the role.

The main factors that will make our approach implementable and cost effective at the numbers of apprentices anticipated are:

- **The use of two well proven assessment tools that will allow robust determination of competence without requiring a large number of components.**
- **The ability for assessors to review the Consultative Project remotely and hence not incur any travel time or costs**
- **The ability for assessors to conduct the Professional Discussion by phone / Skype / video conference where this is the most efficient method**
- **The intent to have documents created and submitted electronically wherever possible**

In addition, we are confident that this approach can be used in organisations of any size within the sector, in part through flexing the role of the Training Provider to ensure the totality of the learning, on programme assessment and guidance on the end point assessment can be delivered.

As this Standard is new, we have no direct evidence of the costs of delivering this assessment approach. However, drawing on the information we have received from Training Providers and the Professional Body on the indicative costs of delivering this apprenticeship we believe that up to 20% of the costs will be spent on assessment.



**The British Institute
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Apprenticeship Standard for Level 3

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