



Assessment Plan

Route: Business and Administration

Standard: HR Consultant / Partner

Apprenticeships and Associated Training Framework

Assessment Plan

Business and Administration

HR Consultant / Partner

SUMMARY

This Assessment Plan covers the HR Consultant / Partner Standard that has been developed by a cross sector group of employers, together with input from several training providers and the Professional Body whose qualifications are included in the Standard.

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 relevant professional qualifications, development of organisation specific knowledge, 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. Completes ESFA admin req'ts	
1-19	Works to role objectives / KPIs / training plan Develops Knowledge, Skills, Behaviours	Manages as any other employee inc Performance Management via monthly 1to1s etc	Monitors progress; identifies gaps; delivers apprentice learning and support as required. Completes ESFA admin reqts	
6-19	Studies and takes Qualification	Supports and coaches	Supports and trains	
18-19	Continues building required Knowledge, Skills, Behaviours	'Gateway' to end point assessment: Employer and TP review progress and Employer decides whether Apprentice has achieved competency levels required vs all learning outcomes.		
19-20	Apprentice, Employer and TP work together to agree the content of the Consultative Project. TP signs off vs Assessment Plan requirements			Agrees content of Consultative Project
21-23	Completes Consultative Project. Submits for assessment			Assesses 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.

Professional Qualifications - the apprentice will complete an appropriate qualification (as considered most relevant by the employer), within which they will be able to focus on their chosen option, from the Chartered Institute of Personnel and Development:

- CIPD Level 5 Intermediate Certificate in Human Resource Management
- CIPD Level 5 Intermediate Diploma in Human Resource Management

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. This will also track the completion of the qualifications at the appropriate time in the apprenticeship.
- 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 one of the mandatory qualifications listed on page 1, together with 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 components, both of which are completed after the Gateway. They 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, Skills and the chosen Option as set out in Appendix 1.
- A Professional Discussion that will explore the specific Skills and Behaviours set out in Appendix 1.

Assessment Method	Area Assessed	Assessed by	Grading	Indicative Weighting
Consultative Project	Knowledge, some Skills and the chosen Option (see Appendix 1)	Independent Assessment Organisation	Fail / Pass / Distinction	50%
Professional Discussion	Behaviours and some Skills (see Appendix 1)	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.

Appendix 1 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 methods of assessment 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 apprentice 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 (as set out in Appendix 1) 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 work or provide an HR solution(s) for them. It should relate to their chosen Option. The content of the project should include project objectives, scope of the work, description of the situation/problem/business need, methodology used, research undertaken / information gathered / analytical findings, conclusions and recommendations, implementation plan. Examples of typical projects might include: planning the resourcing requirements for a growing area of the business; changing elements of the reward package e.g. bonus structures; downsizing in an area of the business; internal HR changes e.g. service centre changes, technology implementation. The project should be 5000 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 in Appendix 1, 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 in Appendix 1 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 10-15 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 two 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 • Makes the decision on any appeal about the grade awarded
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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.
- Understanding of any qualification used within the apprenticeship.
- 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:

Grade	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</p> <p>In addition to the Pass criteria:</p> <ul style="list-style-type: none"> • Provides innovative options for consideration as potential solutions • Demonstrates clear leadership in the way they approach the project • Provides solutions that have wider benefits across the organisation 	<p>Score 60 to 84</p> <p>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, particularly in their chosen option • Grasping the business priorities and working to provide appropriate HR solutions • Performing analysis that provides insight into the situation • Providing solutions that are appropriate to the business context • Implementation plans that recognise the change management requirements of the business 	<p>Score 59 or below</p> <p>☐ Fails to provide evidence to meet all knowledge, skill and behaviour requirements as contained in Appendix 1</p>
Professional Discussion (100 marks)	<p>Score 85 and above</p> <p>In addition to the Pass criteria:</p> <ul style="list-style-type: none"> • Influencing and communicating effectively with senior management • Emerging as a leader within the HR function • Having a clear plan for their own career 	<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 required to perform the role • Showing how they have communicated 	<p>Score 59 or below</p> <p>☐ Fails to provide evidence to meet all knowledge, skill and behaviour requirements as contained in Appendix 1</p>

		<p>effectively at all required levels of the organisation</p> <ul style="list-style-type: none"> □ Showing how they have developed themselves together with their plan for continuing this development 	
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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 current view is that approximately 200-300 apprentices per 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.

Appendix 1 Assessment Methods

This Appendix 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.

Knowledge	What is required	Components	Assessment Method
HR Technical expertise	Good understanding across all HR disciplines, HR legislation and an excellent working knowledge of the organisation’s HR policies and procedures. Sound understanding of HR in their sector and any unique features. Up to date with best practice and emerging thinking – able to use this in their dealings with the business.	Good understanding across all HR disciplines, HR legislation and an excellent working knowledge of the organisation’s HR policies and procedures.	Consultative Project
		Sound understanding of HR in their sector and any unique features.	Consultative Project
		Up to date with best practice and emerging thinking – able to use this in their dealings with the business.	Consultative Project
Business understanding	Understands what the organisation does, the external market and sector it operates in, its challenges and issues. Understands business and HR KPIs and metrics, building a clear picture of how the business is performing. Understands the impact of this on their role.	Understands what the organisation does, the external market and sector it operates in, its challenges and issues.	Consultative Project
		Understands business and HR KPIs and metrics, building a clear picture of how the business is performing. Understands the impact of this on their role.	Consultative Project

HR function	Understands the structure and responsibilities of the HR function, policies and processes, and where to source HR specialist expertise.	Understands the structure and responsibilities of the HR function, policies and processes, and where to source HR specialist expertise.	Consultative Project
MI and Technology	Understands HR systems and where to find HR and management data, both internally and externally, including benchmarking. Knows how technology, including social media, is impacting the business and HR.	Understands HR systems and where to find HR and management data, both internally and externally, including benchmarking.	Consultative Project
		Knows how technology, including social media, is impacting the business and HR.	Consultative Project

Skills	What is required	Components	Assessment Method
HR Consultancy	Develops and delivers HR solutions to the business that are appropriate to the organisational context. Influences leaders and managers to adopt appropriate solutions. Provides tailored HR services to the business as required by their role e.g. Performance Management, Resourcing, Development, Talent, Reward. Contributes to the development of relevant HR policies & procedures and/or HR initiatives.	Develops and delivers HR solutions to the business that are appropriate to the organisational context.	Consultative Project
		Influences leaders and managers to adopt appropriate solutions.	Consultative Project
		Provides tailored HR services to the business as required by their role.	Consultative Project
		Contributes to the development of relevant HR policies & procedures and/or HR initiatives.	Consultative Project
Providing support and advice	Tailors business-centred advice on the interpretation and application of HR policies and processes. Makes sound judgments based on business need, ensuring the business operates within the boundaries of employment law. Deals with escalated people issues and works with the business to resolve them.	Tailors business-centred advice on the interpretation and application of HR policies and processes.	Consultative Project
		Makes sound judgments based on business need, ensuring the business operates within the boundaries of employment law.	Consultative Project
		Deals with escalated people issues and works with the business to resolve them.	Consultative Project
Contributing to Business change	Leads the HR contribution to business projects and change programmes to support positive behavioural, business or organisational change.	Leads the HR contribution to business projects and change programmes to support positive behavioural, business or organisational change.	Consultative Project
Building HR capability	Leads the improvement of people capability within the business or own	Leads the improvement of people capability within the business or own team.	Consultative Project

	team. Advises and coaches managers to deal successfully with people issues from a generalist or specialist perspective, incorporating best practice where appropriate.	Advises and coaches managers to deal successfully with people issues from a generalist or specialist perspective, incorporating best practice where appropriate.	Consultative Project
HR Information Analysis	Researches, analyses and presents HR / business data (both internal and external) to provide insight, support solutions to business issues and track performance.	Researches, analyses and presents HR / business data (both internal and external) to provide insight, support solutions to business issues and track performance.	Consultative Project
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	Keeps up to date with business changes and HR legal/policy/process changes relevant to their role	Professional Discussion
Skills	What is required	Components	Assessment Method
	their performance and overall capability. Plans their own development; shows commitment to the job and the profession	Seeks feedback and acts on it to improve their performance and overall capability. Plans their own development; shows commitment to the job and the profession	Professional Discussion Professional Discussion
Relationship management	Builds effective working relationships with business managers (using the language of the business), peers and other HR functions, together with relevant external organisations. Communicates confidently with people at all levels, including senior management.	Builds effective working relationships with business managers (using the language of the business), peers and other HR functions, together with relevant external organisations.	Professional Discussion
		Communicates confidently with people at all levels, including senior management.	Professional Discussion

Behaviours	What is required	Components	Assessment Method
Flexibility	Adapts positively to changing work priorities and patterns, ensuring key business and HR deadlines continue to be met. Curious about HR/business trends and developments, incorporating them into their work.	Adapts positively to changing work priorities and patterns, ensuring key business and HR deadlines continue to be met.	Professional Discussion
		Curious about HR/business trends and developments, incorporating them into their work.	Professional Discussion
Resilience	Displays tenacity and proactivity in the way they go about their role, dealing positively with setbacks when they occur. Stays positive under pressure.	Displays tenacity and proactivity in the way they go about their role, staying positive when under pressure	Professional Discussion
		Deals positively with setbacks when they occur.	Professional Discussion

Option – HR Specialisms *(The apprentice will select one of the following options)*

Knowledge (HR Technical Expertise)	What is required	Components	Assessment Method
Core HR	Excellent working knowledge of the principles and practices in one of* Employee Relations, Performance Management, Employee Engagement and their application in delivering HR solutions to business challenges.	Excellent working knowledge of the principles and practices in one of* Employee Relations, Performance Management, Employee Engagement and their application in delivering HR solutions to business challenges	Consultative Project
Resourcing	Excellent working knowledge of the principles and practices of resourcing, covering the complete process, from attraction to induction, including the use of social media and their application in delivering HR solutions to business challenges.	Excellent working knowledge of the principles and practices of resourcing, covering the complete process, from attraction to induction, including the use of social media and their application in delivering HR solutions to business challenges.	Consultative Project
Total Reward	Excellent working knowledge of the principles and practices of reward, compensation and benefits and their application to all levels of the organisation.	Excellent working knowledge of the principles and practices of reward, compensation and benefits and their application to all levels of the organisation.	Consultative Project
Organisation Development	Excellent working knowledge of the principles and practices in one of* Organisation Development, Learning & Development, Talent Management and their application in delivering HR solutions to business challenges.	Excellent working knowledge of the principles and practices in one of* Organisation Development, Learning & Development, Talent Management and their application in delivering HR solutions to business challenges.	Consultative Project
HR Operations	Excellent working knowledge of the principles and practices of running HR Operations, including a service centre, technology and HR data/analytics to provide services required by the business.	Excellent working knowledge of the principles and practices of running HR Operations, including a service centre, technology and HR data/analytics to provide services required by the business.	Consultative Project