

CIPD



Level 7 Senior People Professional End-point Assessment (EPA)

Specification

Issue 2

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Introduction

CIPD is the professional body for experts in people at work. For more than 100 years, we've been championing better work and working lives by setting professional standards for HR and people development, as well as driving positive change in the world of work.

With hubs in the UK, Ireland, Middle East and Asia, we're the career partner of choice for over 160,000 members around the world. We're the only body in the world that can award chartered status to individual HR and L&D professionals, and our independent research and insights make us trusted advisers to governments and employers.

CIPD has been closely involved in the development of the apprenticeship standards within HR and L&D and is a registered end-point assessment organisation (EPAO) for these standards.

As an EPAO, it is our job to ensure that we uphold the rigorous standards of independent assessment to ensure all apprentices demonstrate occupational competence on completing their apprenticeship.

Apprenticeship standard and assessment plan

The Level 7 Senior People Professional Apprenticeship ST0813 and the associated assessment plan were developed by the L&D and HR trailblazer employer group and is maintained by the Institute for Apprenticeships and Technical Education (IfATE).

Full details can be found on the [Institute's website](#).

| | |
|--------------------------------|---|
| Maximum funding: | £19,000 |
| Options: | Senior human resources (HR) professional Senior learning & development (L&D) professional Senior organisation development (OD) professional |
| EQA provider: | Ofqual |
| Typical on-programme duration: | 36 months |
| Typical EPA period: | 4 months |
| Grades: | Fail, Pass, Distinction |
| Assessment methods: | AM 1: Professional discussion AM 2: Project proposal, presentation and questioning |

Occupation summary

This occupation is found in small, medium and large organisations which sit within any of the public, private or third sectors. Senior people professionals are found in all industries and are a key component of virtually all types of business model where there is a workforce to support and manage.

The broad purpose of the occupation is to improve people practices in organisations to drive organisational performance and effectiveness. Senior people professionals are the in-house experts in people, work and change. They champion the people agenda to create working environments and cultures that help get the best out of people, delivering great organisational outcomes.

In their daily work, an employee in this occupation interacts with a range of stakeholders across their organisation, creating medium- to long-term value for a wide audience. In larger organisations, they may be part of a wider specialist team. They may also lead a team of HR/L&D/OD consultants /advisers. In smaller organisations, they might be solely responsible for the entire people agenda and report directly to the organisation lead. At this level, senior people professionals are ambassadors for their organisations and will typically have wide-ranging networks and need to interact with a wide range of internal and external senior stakeholders.

An employee in this occupation will be responsible for applying their knowledge and expertise to lead the design, implementation and evaluation of people policies and practices aligned to the needs of the organisation and its employees. They will be responsible for leading people projects and/or playing a key role in larger organisation-wide programmes, managing their own work with a high level of autonomy. Senior people practitioners have to keep up to date with relevant legislation and regulation and make timely interventions to ensure their organisation's relations with its people are effective and compliant.

Senior people professionals engage with a wide range of stakeholders, including developing and maintaining strong relationships with senior stakeholders to facilitate engagement on people issues. Keeping up to date with key trends and developments in the profession is critical to this occupation. Analysis of future workforce trends and providing insight around people analytics is an essential responsibility which enables senior people professionals to influence senior stakeholders and make recommendations for change. Senior people professionals are increasingly responsible for seeking out, evaluating and utilising technology to deliver the people strategy. Typically, senior people professionals have some budget responsibility and will be expected to employ continuous improvement approaches to maximise the use of limited resources.

Senior people professionals may specialise in either human resources (HR), learning and development (L&D) or organisation development (OD). This apprenticeship occupational standard takes a core and options approach. All apprentices will complete the core and must select the one most appropriate option to their role from HR, L&D and OD.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard - that is to say, they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer. In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have achieved English and mathematics at Level 2 or above.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3.

British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a completed portfolio of evidence at gateway.

For the project proposal, presentation and questioning, the apprentice will be required to submit a scope document for their project. CIPD will review and sign off the work-based project proposal's title and scope to confirm its suitability at gateway.

Assessment methods

Assessment method 1: Professional discussion underpinned by portfolio of evidence

This assessment will take the form of a professional discussion, which will draw out the best of the apprentice's competence and excellence and cover the grading descriptors and associated knowledge, skills and behaviours (KSBs) assigned to this assessment method.

Duration: 120 minutes (+10%)

Location: Via video conferencing

Participants: Assessor, Apprentice

Grades: Fail, Pass, Distinction

Assessment method 2: Project proposal, presentation and questioning

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. The project proposal must be undertaken after the apprentice has gone through the gateway. Apprentices will prepare and deliver a presentation that, along with the proposal, appropriately covers the grading descriptors and associated KSBs assigned to this method of assessment. It will be followed by questioning from the assessor.

The proposed project does not need to be fully implemented during the EPA period, but it must be a comprehensive proposal that will enable full implementation at an appropriate time for the organisation. The project proposal must include evidence of board or senior leader sign-off for implementation.

Duration: Project proposal - typically 12 weeks
Presentation - 20 minutes (+10%)
Questioning - 40 minutes (+10%)

Word count: Project proposal - 7,000 words (+/- 10%)

Location: Remote, via video conferencing

Participants: Assessor, Apprentice

Grades: Fail, Pass, Distinction

Rating

Assessors will give each grading descriptor (GD) a rating. Each grading descriptor will be rated using the following categories:

| |
|---------------|
| Not met |
| Partially met |
| Met |
| Exceeded |

The descriptors indicate how the ratings will be applied for each grading descriptor.

| Rating | Descriptor |
|---------------|---|
| Not met | The apprentice has provided no or very little evidence that is relevant to the grading descriptor. The evidence does not demonstrate the breadth and depth of competence expected. |
| Partially met | The apprentice has provided limited evidence relevant to the grading descriptor. There are key evidence gaps, so the evidence does not demonstrate the breadth and depth of competence expected. |
| Met | The apprentice has provided acceptable evidence for the grading descriptor. There is some evidence for all elements of the grading descriptor and most of the elements are fully evidenced, demonstrating the breadth and depth of competence expected. |
| Exceeded | The apprentice has provided strong evidence for the grading descriptor. All the elements of the grading descriptor are fully evidenced and some are exceeded, demonstrating a breadth and depth of competence beyond the level of competence expected. |

The grading descriptors are divided into pass-level and distinction-level descriptors. Each grading descriptor is only assessed in one assessment method. Assessment method 1 contains both core and option grading descriptors. Apprentices will choose one option from HR, L&D or OD.

The table shows the number of descriptors assessed in each assessment method.

| Assessment method | Pass GDs | Distinction GDs |
|---------------------|--------------------------|-------------------------|
| Assessment method 1 | 12 core 3 or 4 option | 4 core 1 or 2 option |
| Assessment method 2 | 5 pass | 3 distinction |

Grading

Grading the assessment methods

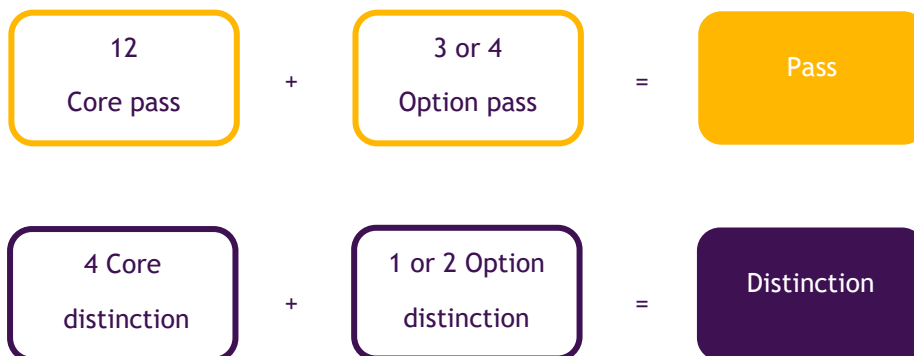
This EPA is composed of two assessment methods, each of which is graded using the following schema.

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|-------------|
| Fail |
| Pass |
| Distinction |

To achieve a pass grade for each assessment method, apprentices must achieve a rating of ‘met’ or ‘exceeded’ in **every** pass-level grading descriptor for that assessment method.

To achieve a distinction grade for each assessment method, apprentices must achieve a rating of ‘met’ or ‘exceeded’ in **every** grading descriptor across both pass and distinction levels for that assessment method.

Assessment method 1



Assessment method 1 contains both core and option grading descriptors. Apprentices must achieve a rating of ‘met’ or ‘exceeded’ for both the core and option grading descriptors for their chosen pathway.

Apprentices will not be assessed against the option grading descriptors for the pathways they have not chosen.

Assessment method 2



Each assessment method is graded individually. Evidence presented in one assessment method cannot be used to rate grading descriptors in the other assessment method.

Grading the overall EPA

Each assessment method is weighted equally. Apprentices must achieve a pass in both in order to pass and a distinction in both in order to be awarded a distinction.

The grading rules are shown in the following matrix

| Assessment method 1 grade | Assessment method 2 grade | EPA grade |
|---------------------------|---------------------------|-------------|
| Fail | Any grade* | Fail |
| Any grade* | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

*Any grade could be fail, pass or distinction.

Support material

More information and guidance is contained within the Level 7 Senior People Professional support materials, which include:

- Guidance for the Portfolio and Professional Discussion
- Guidance for the Project Proposal, Presentation and Questioning
- Apprentice Resource Pack
- Apprenticeship Journey Map
- SmartEPA Support Documents

Resits/retakes

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action and will be responsible for the reassessment fees and any additional training costs. A resit does not require further learning, whereas a retake does.

Where apprentices have failed one assessment method but have the necessary evidence or can acquire the necessary evidence within the resit period, they may resit that assessment method only.

Where apprentices have failed both assessment methods, a retake is advised.

Employers should develop a supportive action plan with the apprentice, drawing on the assessment feedback, to help their apprentice prepare for either a resit or a retake.

If the apprentice fails assessment method 1, they may need to gain further experience and/or provide further evidence to address grading descriptors where they have not yet met the standard.

If the apprentice fails assessment method 2, they will be required to amend the project proposal and/or presentation to address grading descriptors where they have not yet met the standard.

The timescale for a resit/retake will be agreed between the employer and EPAO. A resit is typically taken within two months of the EPA outcome notification and cannot exceed three months where one assessment method is being resat.

The timescale for a retake is dependent on how much additional learning is required, but is typically taken within three months of the EPA outcome notification.

Both pass and distinction grades are available for resit/retake assessments.

Resits and retakes are not available for apprentices who have achieved a pass grade.

EPA fees

The maximum funding for this apprenticeship is £19,000 and EPA fees have been set bearing in mind ESFA funding rules. EPA fees for the first assessment of the Level 7 Senior People Professional Apprenticeship are:

First assessment: £2,650

Resit (either assessment method): £500

Grading descriptors and associated KSBs

Assessment method 1: Core grading descriptors

The following grading descriptors are assessed in the professional discussion underpinned by the portfolio of evidence.

| Code | Grade | Grading descriptor | KSBs |
|------|-------------|---|---|
| PDP1 | Pass | Describes people policies, processes and approaches they have designed and/or implemented, explaining how they are related to the employee lifecycle and culture in their organisation as well as relevant regulation and law and evaluating how they have created value for the organisation and its people. | <p>K1: The employee lifecycle and the range of people practices that underpin it, including relevant regulation, compliance, governance and relevant law, and how to develop policy in line with this</p> <p>S1: Design and implement a range of people policies, processes, approaches and practices in line with the organisation's strategic plan, culture and values.</p> |
| PDD1 | Distinction | Evaluates how their own organisation provides people practices across a range of specialisms and how they integrate these to create a holistic people offering. | <p>B8: Applies a strategic and commercial mindset to drive and enable change and create value for the organisation and its people.</p> |
| PDP2 | Pass | Justifies their use of organisational culture, theories, concepts and models of human behaviour when identifying and recognising the interventions needed in their organisation to create the desired culture and behaviours. | <p>K2: Organisational culture, theories and concepts, organisational behaviour, models and theories of human behaviour, ethics, values, and beliefs.</p> <p>S2: Identify and recognise the interventions an organisation needs to create the desired culture and behaviours</p> |

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| PDP3 | Pass | Justifies the process taken when they created and managed budgets and strategy, making commercial decisions where they needed to balance competing demands and assess financial and organisational data. | <p>K3: Business acumen, including organisational strategy creation, strategic planning tools (including business cases) and trends in the wider business context as well as drivers of organisational performance and methods of measuring organisational data. Knowledge of financial and commercial information and value for money principles. This may include the impacts of the transition to a green economy and net carbon zero emissions by 2050.</p> <p>S3: Create and manage relevant budgets (for example HR and projects) and make balanced commercial decisions, recording them appropriately.</p> |
| PDP4 | Pass | Analyses their contribution to their organisation's people strategy, evidencing how this aligns to the wider organisational strategy and takes into account the wider business context. | <p>S4: Design and contribute to the formulation and shaping of the people strategy and ensure alignment to organisational strategy.</p> |
| PDD4 | Distinction | Evaluates and critically analyses their own organisation's strategy and how external influences impact on their organisation's performance and potential future trends in their sector and beyond. | |
| PDP5 | Pass | Identifies how technology is used to support people practice in their organisation, including social media, identifying benefits and risks and evaluating impact on ways of working. | <p>K5: Ways in which technology supports the delivery of people practice and enables collaboration and the risks, opportunities and impact of technology on ways of working, both in the wider organisation and in the people profession, including how social media fits with the organisational communication strategy.</p> <p>S6: Evaluate, identify and where appropriate select a technological/digital solution that will enhance current ways of working.</p> |

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| PDP6 | Pass | Justifies the approach taken to developing and implementing a people plan/integrated people practice with reference to the elements that contribute to strategic workforce planning. | K7: The elements that make up strategic workforce planning, such as talent management, succession planning and resourcing. This may include approaches to ensuring a just transition for employees within the high carbon legacy economy to the low carbon economy by 2050. S8: Develop and implement people plans and integrated people practices in line with organisational and people strategy. |
| PDD6 | Distinction | Demonstrates how their approach in developing and implementing a people plan makes a positive contribution to wider workforce planning. | |
| PDP7 | Pass | Details how they implemented a programme or initiative involving coaching and mentoring, evaluating the impact on colleagues and the organisation. | K9: Strategies, tools and techniques to build management, coaching and mentoring capability across the organisation. S10: Develop the management, coaching and mentoring capabilities utilising appropriate tools and methodologies. |
| PDD7 | Distinction | Evaluates and critically analyses the organisation's approach to coaching and mentoring. | |
| PDP8 | Pass | Evaluates how their use of worker voice tools and associated outputs enables people to have a meaningful voice and feel valued and explains why this is important. | K12: Worker voice tools and approaches and how these potentially impact on worker engagement and performance. S12: Align and evaluate worker voice tools and approaches and drive forward the outputs. B3: Makes a visible commitment to valuing people; demonstrate compassion and fairness and enable people to have a meaningful voice in decisions that impact them. |
| PDP9 | Pass | Justifies their use of negotiating and influencing techniques in the management of multiple stakeholders to build trust and enhance their organisation's brand reputation, challenging constructively when necessary. | S14ii: Manage complex relationships across multiple and diverse stakeholders, building trust and rapport with the ability to positively challenge. Lead beyond area of control/authority and influence, negotiate and use |

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| | | | <p>advocacy skills to build reputation and effective collaborations.</p> <p>B1: Role models ethical behaviour and practices and challenge decisions and actions that are not ethical.</p> <p>B2: Demonstrates professional courage and influence by challenging constructively and confidently in the face of opposition and tailoring influencing techniques to gain buy-in.</p> |
| PDP10 | Pass | Evaluates a complex change management programme they have implemented, justifying the tools and project methodologies they have used to deliver outcomes and manage risks. | <p>K11: How projects fit as part of wider programme management and how to use project management methodologies in order to deliver a project.</p> <p>S7ii: Implementing change programmes where required (including diagnostics, options and methodologies).</p> <p>S13: Select appropriate project management methodologies and resources in order to plan, lead and deliver complex projects (often as part of wider programmes), including the management of risk.</p> |
| PDP11 | Pass | Presents complex information clearly and concisely, adopting channels tailored to segmented stakeholder groups including across organisational boundaries and cultures. | <p>S15: Present complex information (which may include difficult messages) selecting channels that are tailored to the audience and can be clearly understood, including across the organisational boundaries, cultures and other disciplines.</p> |

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| PDP12 | Pass | Demonstrates evidence of a commitment to CPD and that incorporates sharing insights, using a reflective mind-set to support their personal development. | B5: Actively searches and creates opportunities to learn, sharing insights and future trends with others (internally and externally). Brings a reflective mind-set to experiences and learning to innovate and continuously improve performance. |
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Assessment method 1: OD grading descriptors

| Code | Grade | Grading descriptor | KSBs |
|-------|-------------|---|--|
| PDP13 | Pass | Critically evaluates how and why they chose a particular organisational development and design model or theory over others when implementing interventions and analyses the considerations that need to be taken into account to ensure cultural development. | K13: How to critically evaluate and apply models and measures of culture and behaviour in organisational development. K15: Organisation development theories, principles, models, tools, interventions and scenario planning. |
| PDD13 | Distinction | Leads the implementation of different organisational development models and analyses how that impacted on the culture of the organisation. | S16: Select and apply organisation development models and measures and lead the implementation of different approaches to enable cultural development. S18: Select, evaluate and apply appropriate organisation development theories, principles, models, tools (including scenario planning), to design and implement interventions. |

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| PDP14 | Pass | Justifies how they select, evaluate and apply an organisational design model or theory appropriate to their organisation. | <p>K14: Organisational design theories, principles, models, structures, good work design and job design.</p> <p>S17: Select, evaluate and apply appropriate design theories, principles, models, structures, for good work design and job design.</p> |
| PDP15 | Pass | Evaluates how they have used a systems thinking approach to organisational development and its impact. | <p>K16: Essential concepts of systems thinking.</p> <p>S19: Apply appropriate systems thinking approaches to organisational development and design.</p> |

Assessment method 1: L&D grading descriptors

| Code | Grade | Grading descriptor | KSBs |
|-------|-------------|--|--|
| PDP16 | Pass | Critically evaluates an intervention they have implemented that helped embed the value of learning in the organisation and promote a coaching and mentoring culture. | <p>K17: How to critically evaluate and apply theories, concepts and the value of learning, coaching and mentoring cultures.</p> <p>S20: Select, evaluate and apply appropriate theories and concepts to embed the value of learning, and to create a coaching and mentoring culture.</p> |
| PDP17 | Pass | Critically analyses the effectiveness of their use of new/updated principles for adult learning/motivation in changing an existing programme or implementing a new programme, and integrating these into their organisation's learning approach. | <p>K18: The psychology of learning as well as current and future trends in adult learning and motivation and how to integrate into an organisation's learning approach.</p> <p>S21: Integrate appropriate current and future trends in adult learning and motivation into an organisation's learning approach, evaluating the effectiveness of the approach.</p> |
| PDP18 | Pass | Justifies how they create a successful organisational learning strategy through their selection and application of design principles. | K19: Learning design principles and methods aligned to learning strategy. |
| PDD18 | Distinction | Critically evaluates how they implement organisational learning principles to meet the future capability needs of the organisation. | S23: Select, evaluate and apply appropriate design principles and methods aligned to learning strategy. |

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| PDP19 | Pass | Critically analyses when they have used a complex facilitation technique giving the rationale for using that technique over others. | K20: Complex facilitation techniques and when to use them. S22: Select and apply appropriate complex facilitation techniques to achieve the desired outcome. |
| PDD19 | Distinction | Evaluates complex facilitation techniques and details the considerations that need to be taken into account when employing these techniques. | |

Assessment method 1: HR grading descriptors

| Code | Grade | Grading descriptor | KSBs |
|-------|-------------|---|---|
| PDP20 | Pass | Critically evaluates when they have selected and applied a well-being and/or engagement initiative, giving the rationale for their decisions. | K21: Strategies and drivers of employee well-being and engagement and how to integrate into wider organisation approaches. |
| PDD20 | Distinction | Critically evaluates the strategies they used to integrate employee well-being and engagement. | S24: Select, evaluate and apply appropriate strategies to integrate employee well-being and engagement into wider organisation approaches. |
| PDP21 | Pass | Critically evaluates a reward and/or benefit solution/approach within their organisation, explaining why the approach was taken, how it was implemented and how it meets the organisation's current and future needs. | K22: How to create remuneration and benefit approaches that are aligned to current and future organisation needs and market conditions such as equal pay. S25: Select, evaluate and apply appropriate remuneration and benefit approaches which are aligned to current and future organisation needs and market conditions. |
| PDP22 | Pass | Critically evaluates when they have recognised, interpreted and applied both specific legislation and current case law and the impact of this on the organisation and HR strategy. | K23: Employment law, (including associated case law), different theories and perspectives on employee relations and employee body relationships, and the implications on people policies and practices. |
| PDD22 | Distinction | Evaluates how they assess the organisation impact of employment legal decisions in shaping employee relations strategy, policy and practice. | S26: Recognise, interpret and apply employment law, (including associated case law), and the implications on people policies and practices, ensuring the relationship between an organisation and its people is managed through transparent practices and relevant law while taking account of different theories and perspectives on employee relations. |

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| PDP23 | Pass | <p>Critically evaluates the selection and application of a performance management process in their organisation and how this process aligns with organisation strategy and plans. Utilises this data to drive improvement.</p> | <p>K24: The impact of performance management approaches and how performance management data can be used to drive improvement.</p> <p>S27: Select, evaluate and apply appropriate performance management approaches and use relevant data to drive improvement.</p> |
|-------|------|--|--|

Assessment method 2: Core grading descriptors

The following grading descriptors are assessed in the project proposal, presentation and questioning.

| Code | Grade | Grading descriptor | KSBs |
|------|-------------|--|---|
| PPP1 | Pass | Synthesises qualitative and quantitative data they identified and gathered, balanced with other relevant metrics, in order to reach evidence based, sustainable recommendations that demonstrate added value. | K4: Methods of measuring value and impact and types of analytical tools relating to creating value for an organisation as well as methods of evaluating opportunity costs including qualitative and quantitative metrics. |
| PPD1 | Distinction | Critically evaluates analytical tools used to create value for the organisation. | S5: Devise, analyse, interpret and offer insight into data and metrics and the insights they provide to the industry and organisation for the purpose of creating value. B7: Takes an adaptable, evidence based approach to decision-making in the context of specific situations or environments. |
| PPP2 | Pass | Justifies the approach taken when articulating the need for change and questioning accepted practices, drawing on relevant change methodologies, tools and the psychology and impact of change when communicating their recommendations. | K6: Change methodology and tools and the psychology and impact of change on the workforce and the organisation. |
| PPD2 | Distinction | Evaluates existing organisational practices and the long-term impact of change on the workforce to create value for the organisation. | S7i: Question accepted practices and articulate the need for change. |

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| PPP3 | Pass | Explains how they ensure people and policy practices are inclusive and how they work across organisational and cultural boundaries, evaluating the effect on individuals, groups and the organisation. | <p>K8: How to integrate diversity and inclusion into wider organisational approaches.</p> <p>S9: Ensure that people policies and practices are inclusive, recognising the impact on individuals and groups and supporting diversity.</p> <p>B4: Role models collaborative and inclusive working across organisational and cultural boundaries, driving diversity to achieve positive outcomes.</p> |
| PPP4 | Pass | Justifies their selection and application of consulting processes, styles and diagnostic tools, explaining how they identify themes and connections to gain insight into wider issues. | <p>K10: A range of consulting processes and styles as well as diagnostic tools appropriate to the role.</p> <p>S11: Select and apply a range of consulting processes, styles and diagnostic tools appropriate to the role.</p> <p>B6: Assimilates evidence and ideas from multiple sources to identify themes and connections and gain insights on whole issues and their wider implications.</p> |
| PPP5 | Pass | Justifies their approach to gaining support for their proposal from senior leaders/board members and explains how this helps position the people strategy at the heart of the organisation. | S14i: Influence senior leaders to position the people strategy at the heart of the business and ensure it is considered when decisions are taken across the organisation. |
| PPD5 | Distinction | Critically reflects on the range of influencing styles and strategies to secure senior leader /board commitment. | |

Taxonomy

This taxonomy outlines the expected style and depth of response that should be given when different command words are used within a grading descriptor (GD). Command words are an indication only and must be considered in conjunction with the GD content to understand the evidence expectations.

This taxonomy is based on a hierarchy of cognitive skills: generally the higher the cognitive skill, the greater the complexity expected in the response.

| Command word | Definition |
|-----------------------|--|
| Identifies | Recognises or indicates the main features or purpose of the given topic. |
| Describes | Gives a detailed account of something, such as steps in a process or characteristics. |
| Details | As Describes, but with greater detail and specifics. |
| Presents/Demonstrates | Communicates clearly (and accurately) the key features, elements or messages. |
| Explains | Provides reasons and/or evidence to justify their points, covering 'why' rather than just 'how' or 'what'. |
| Evaluates | Considers and weighs up a range of evidence* to provide reasoned recommendation(s)/conclusion(s) and, if appropriate, balances advantages and disadvantages. |
| Analyses | Examines, explores and interprets each component or area of evidence to identify trends, themes or connections between them. |
| Justifies | Gives valid reasons for why an approach/action is undertaken. |
| Critically Analyses | As Analyses, but also articulates the limitations of the components or evidence areas and suggests how these could be improved or developed. |
| Critically Evaluates | Articulates the advantages, disadvantages and limitations of the approach/tool/model and provides specific suggestions as to how it could be improved. |
| Critically Reflects | Reviews past actions/approaches with perspective to identify learning that can inform future practice and alternative approaches. |
| Synthesises | Presents, connects and balances a range of evidence* to identify insights. |

* Evidence sources include:

- scientific literature
- organisational data
- expertise and judgement of practitioners, managers, consultants and business leaders
- views of stakeholders, both internal (employees, managers, board members) and external (suppliers, investors, shareholders).

Further information on evidence-based practice can be found in the Apprentice Resource Pack.