

CIPD

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Level 5 People Professional End-point Assessment (EPA)

Guidance for the presentation and questioning

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Introduction

The People Professional end-point assessment (EPA) has three assessment methods. Assessment method 1 of the EPA is a presentation and questioning.

The purpose of this document is to provide guidance on the presentation and questioning. It gives guidance for on how you can approach the presentation and prepare for the presentation delivery and questioning on the day of assessment. It will also be useful for your employer and training provider when considering how they can best support you.

The presentation is produced after gateway based on a piece of work that you have researched, developed and/or delivered on programme. The piece of work you choose must have given you the opportunity to demonstrate the evidence needed to fulfil the requirements of all the grading descriptors (GDs) assessed by this assessment method.

The presentation and questioning is used to assess eight grading descriptors and associated knowledge, skill and behaviour (KSB) components. It is important that you follow the recommendations and guidance provided in this document when deciding how to approach your presentation. This will give you the best opportunity to provide evidence for all the GDs assessed in this assessment method.

Expectations set out in the assessment plan

These are the expectations set out in the assessment plan for the presentation and questioning. The CIPD has provided guidance on our interpretation in this document.

- The presentation needs to allow you to demonstrate the knowledge, skills and behaviours relating to the KSBs (and GDs) assessed.
- The presentation should focus on how you have tackled a specific problem, recurring issue, an idea or opportunity relevant to your role.
- The presentation should be structured and is expected to include the following:
 - data analysis
 - benchmarking
 - overview of activities undertaken and how they relate to role
 - what was achieved as a result of the activities
 - stakeholder engagement internally and externally
 - reflections on lessons learned
 - conclusion.
- Evidence from the presentation and questioning will be assessed holistically, that is, assessors will draw on relevant evidence from both components to assess each grading descriptor.

Abbreviations used

- GD(s): grading descriptors outlined in the assessment plan and at the end of this document
- PQP: refers to a pass-level GD
- PQD: refers to a distinction-level GD
- KSB(s): knowledge, skill and/or behaviour component(s), as outlined in the apprenticeship standard
- EPA: end-point assessment
- SEPA: SmartEPA system - the platform used to register, book EPA and receive results

Guidance on developing your presentation

Presentation topic

Your presentation will be based on a piece of work you have completed during your apprenticeship that is relevant to your role. It needs to be planned, evidence-based and include specific conclusions and well-developed recommendations which you have communicated to stakeholders. You must demonstrate how you planned, managed and delivered the piece of work and overcome challenges. The recommendations do not need to have been implemented, but if you have not yet implemented them, you should have a fully planned proposal for doing so to meet the requirements of all GDs. This piece of work cannot be the same as the project discussed in question area 2 of the professional discussion.

At gateway, you will need to submit a presentation brief of 500 words using the provided template. The purpose of this brief is to give an overview of the piece of work and how it will address the grading descriptors for this assessment method. This will be uploaded to SmartEPA (SEPA) and reviewed alongside the other gateway evidence as part of the gateway checks. For further guidance on gateway and timings, please refer to the Level 5 People Professional Specification and Gateway Submission document. If it is decided as part of the gateway checks that the piece of work isn't suitable, you will need to submit a further presentation brief using a different piece of work.

The following examples are types of work that could be suitable for the presentation. This is not an exhaustive list but is provided as guidance.

Specific examples could be:

- investigating a problem or recurring issue with a specific people* process/procedure, policy or service and recommending or implementing changes/improvements
- exploring an idea or opportunity to improve a specific area of people* practice or a people* initiative or programme and developing and/or delivering a new approach.

* This could relate to any of the duties listed in the apprenticeship standard which outline the typical role and responsibilities of a people professional.

Presentation format

The presentation will take place over a video call on the day of assessment.

The presentation should take approximately 20 minutes and be delivered live on the day of assessment. You will need to develop presentation material that can be delivered in this time.

We recommend using one of the following formats to create your presentation:

- Microsoft PowerPoint (or similar presentation software) .pptx
- Microsoft Word (or similar software) .docx

The presentation will need to be uploaded to the documents section in SEPA seven days before the date of assessment.

If you would prefer to use an alternative format or have any technical requirements, please get in touch with MyEPA@cipd.co.uk to discuss. We will always seek to accommodate reasonable requirements and adjustments.

A suggested structure is provided on the next page to help you create your presentation material.

Presentation structure and content

The suggested structure and content below indicate what we recommend you cover in your presentation to evidence the eight grading descriptors assessed in this method. *This has been developed as a guide that indicates how the GDs may be addressed. You may take a different approach depending on the nature of the piece of work.*

If you are using a slide deck, we recommend keeping the number of slides to a minimum. We also recommend keeping the information on each slide brief and succinct. Remember - you can explain your points fully when you deliver your presentation and use the annex to provide more detailed data and evidence where appropriate.

Section	Suggested content	Grading descriptors	Indicative timing
1 Description of piece of work	<ul style="list-style-type: none"> • What is your piece of work about? • What is the purpose and objectives of the piece of work? • How is it relevant to your role and organisation? 	All	1-2 mins
2 Planning and approach	<ul style="list-style-type: none"> • How did you plan this piece of work? • What project management/ planning/prioritisation tools or practices did you use? • What were the main activities that you undertook to complete the work? • Which stakeholders did you engage with and how? • Who did you collaborate with and for what purpose? • What challenges did you face? 	<p>PQP2 - Manages workload to meet objectives, by applying prioritisation tools and techniques.</p> <p>PQP5 - Explains project management practices they used to plan or deliver people-related change and how they have managed challenging situations.</p> <p>PQP6 (part) - Communicates information through appropriate channels, working collaboratively and using a range of techniques to present information which enables stakeholders to understand what is required.</p>	5-6 mins

3 Data analysis	<ul style="list-style-type: none"> • What internal and external data sources did you gather and use? And why? • How did you analyse data? • What analysis techniques did you use? • How did you use people/HR systems to access, produce and/or analyse data? • What were the limitations of the data you used? • What are your findings from your data analysis? 	<p>PQP1 - Applies data analysis techniques with internal and external sources of data for people management to benchmark improvement in people policies or procedures, or people initiatives.</p> <p>PQD1 - Critically analyses internal and external data to make justified proposals for improvements to people policies or procedures, or new people initiatives.</p> <p>PQP3 - Outlines how people systems are used for business value.</p>	5-6 mins
4 Conclusions and recommendations	<ul style="list-style-type: none"> • What problem-solving and decision-making techniques did you use? • How did you interpret all your data and evidence? • What were your key conclusions and recommendations? • How will your recommendations mitigate any risks? • How did you communicate your recommendations and to whom? • How will your recommendations improve people practice in your organisation? • What difference will this piece of work make to your organisation? 	<p>PQP4 - Interprets people and management data using problem-solving and decision-making techniques to reach conclusions and present recommendations which mitigate risk or highlight opportunities.</p> <p>PQD4 - Synthesises people management data from internal and external sources to identify trends and uses problem-solving and decision-making techniques to make proposals that mitigate risk or highlight opportunities.</p> <p>PQP6 (part) - Communicates information through appropriate channels, working collaboratively and using a range of techniques to present information which enables stakeholders to understand what is required.</p>	5-6 mins
Annex	Present key data and evidence visually, such as tables, graphs, charts or infographics.	PQP1 - Applies data analysis techniques with internal and external sources of data for people management to benchmark improvement in people policies or procedures, or people initiatives.	

Guidance on delivering your presentation and the questioning

Overview and timings

On the day of assessment, you will deliver your presentation. Following this, the assessor will ask questions about the presentation.

The total time for the presentation and questioning is 50 minutes (+10%):

- The presentation should last approximately 20 minutes.
- The questioning will last approximately 30 minutes.

The presentation and questioning are conducted over a video call.

Preparation

We recommend that you have access to a suitable room with exclusive use to ensure the assessment is uninterrupted.

We recommend that you check your hardware, software and the meeting link the day before the assessment. This should include checking your microphone, speakers and camera. You may also want to check how to present/share any documents you are using for your presentation.

A comfortable headset with a microphone is useful and often preferable, as it can help eliminate external noises.

You will need to bring photographic ID to confirm your identity at the start of the assessment.

If you are using presentation materials, you will have submitted these seven days in advance. We recommend you refamiliarise yourself with these before your assessment.

Permitted documents

Please have accessible on the day of assessment:

- photographic ID
- presentation content/materials
- any notes you have made in preparation
- blank paper for making notes during the assessment
- copy of the grading descriptors for this assessment method.

You will not be permitted to use electronic communication devices other than that with which you are accessing the assessment for security purposes.

Top tips for preparing

These tips may be useful as a reminder when preparing for your presentation and questioning:

- You should aim to tailor your presentation to suit your own style, yet be mindful of the ‘formality’ of the assessment environment.
- Practise delivering your presentation with an audience and get feedback. Ask the audience for questions.
- Practise delivering your presentation via videoconferencing - check that you know how to share your screen and manage your documents and the software.
- Practise delivering your presentation precisely to time - approximately 20 minutes.
- Remind yourself of the grading descriptors and the underpinning KSBs for this assessment method. Think about questions you might be asked and prepare your response.

On the day

You will be able to log into the video call five minutes before the scheduled start time.

The video call will be scheduled for 90 minutes. This will allow:

- 20 minutes for the presentation
- 10 minutes for a break
- 30 minutes for the questioning
- 15 minutes for introductions and goodbyes
- 15 minutes’ contingency time for unexpected issues.

The presentation will start with an introduction from the assessor, who will also invite you to briefly introduce yourself and describe your role as a people professional.

The assessor will outline the structure of the assessment, when the break is scheduled and what will be covered.

The assessor will explain that the assessment will be recorded for quality assurance purposes and ask to see your photographic ID.

The assessor will ask whether you have any questions before you start the assessment.

You will have approximately 20 minutes for your presentation.

After your presentation you will have a break of 10 minutes. You will need to mute your microphone and turn your camera off but stay logged into the video call.

Your assessor will confirm what time to return for the questioning part of the assessment.

In the questioning, the assessor will ask a minimum of six questions and will signpost the relevant grading descriptor(s) before asking each question. They may ask more if time allows.

The assessor’s role is to ask questions that give you the best opportunity to demonstrate evidence on the GDs and/or expand on the evidence in your presentation. For example, you may be asked a question to enable you to provide further evidence on an element of a GD which was only partly evidenced in your presentation. You may also be asked questions to clarify the evidence in your presentation. In addition, questions may be asked to explore the depth of your knowledge, skills and behaviours to assess the distinction-level GDs. All evidence you provide during the questioning should relate to the piece of work that was the subject of your presentation.

If the assessor has enough evidence for a question, or if you are giving evidence that isn't directly relevant to the question being asked, they may stop you and ask a different question. Please don't worry about this; it's just to ensure that the time is being used to give you the best opportunity to showcase your evidence.

If there are any technical difficulties on the day of the assessment, the assessor will call you on your preferred telephone number to find a solution and complete your assessment.

The video call will be automatically recorded for internal quality assurance purposes.

Next steps

The assessor will review the evidence provided in your presentation and questioning and make their judgement on a rating for each of the grading descriptors.

Presentation and questioning rating and grading

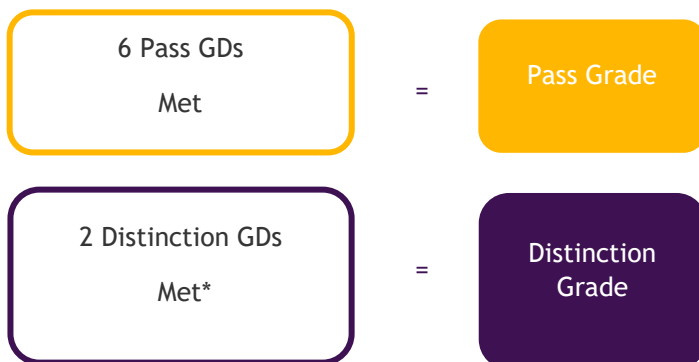
After the assessment, the assessor will evaluate all the evidence demonstrated in the presentation and questioning and provide a rating for each grading descriptor.

They will give one of four ratings to each GD.

Not met
Partially met
Met
Exceeded

To achieve a pass grade for the presentation and questioning, you will need a rating of 'met' or 'exceeded' in **every** pass-level GD.

To achieve a distinction grade for the presentation and questioning, you will need a rating of 'met' or 'exceeded' in **every** GD across both pass and distinction levels.



*and all 6 pass-level GDs also met or exceeded

Evidence presented in the professional discussion cannot be used to rate GDs in this assessment method. All evidence must come from the presentation and questioning.

Assessors will submit their ratings, which are subject to internal quality assurance procedures.

Once internal quality assurance is complete, results will be released to the SEPA platform.

Results will usually be released within three weeks of the assessment.

Grading descriptors for the presentation and questioning

Code	Grade	KSBs	Grading descriptor
PQP1	Pass	K1 K16 K21 S20	Applies data analysis techniques with internal and external sources of data for people management to benchmark improvement in people policies or procedures, or people initiatives.
PQD1	Distinction	K1 K16 K21 S20	Critically analyses internal and external data to make justified proposals for improvements to people policies or procedures, or new people initiatives.
PQP2	Pass	K15 S15	Manages workload to meet objectives, by applying prioritisation tools and techniques.
PQP3	Pass	K2	Outlines how people systems are used for business value.
PQP4	Pass	K10 S4 S6 S18	Interprets people and management data using problem-solving and decision-making techniques to reach conclusions and present recommendations which mitigate risk or highlight opportunities.
PQD4	Distinction	K10 S4 S6 S18	Synthesises people management data from internal and external sources to identify trends, and uses problem-solving and decision-making techniques to make proposals that mitigate risk or highlight opportunities.
PQP5	Pass	K11 B1	Explains project management practices they used to plan or deliver people-related change and how they have managed challenging situations.
PQP6	Pass	K18 S1 B5	Communicates information through appropriate channels working collaboratively and using a range of techniques to present information which enables stakeholders to understand what is required.

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 KSBs to understand the evidence requirements. 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 an account of something, such as steps in a process or characteristics.
Outlines	Gives an overview of something, including key elements, characteristics and/or processes.
Applies	Uses knowledge, skills and/or behaviours effectively and appropriately in practice.
Manages	Plans and takes action to deliver objectives or address issues.
Communicates	Shares key messages clearly and accurately and in a way that engages the audience(s).
Explains	Provides reasons for their approach, covering 'why' as well as 'how' or 'what'.
Interprets	Draws valid conclusions from data or evidence.
Analyses	Examines a range of data and information to create insights.
Evaluates	Considers and weighs up evidence* on an issue/area to provide recommendations; if appropriate, articulates advantages and disadvantages.
Justifies	Gives valid reasons supported by evidence* for why an approach/action is undertaken.
Critically analyses	As 'analyses', but also explores the limitations of the data or analytical techniques and suggests how these could be improved or developed.
Synthesises	Balances insights from different data sources to make connections, identify trends and explore themes.

* Evidence sources can include:

- published research or scientific literature
- organisational data including metrics/measures
- professional expertise and judgement of practitioners, subject-matter experts and/or consultants
- 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.