

QUALITY ASSURANCE DOCUMENT QAXX

APPRENTICESHIP COURSE SPECIFICATION (NON-AWARD)

Course Information	
1. Course Code	<i>Allocated by Registry</i>
2. Course Title	<i>L3 HR Support: Future People Professional</i>
3. Apprenticeship Standard and Level	HR Support (level 3) See apprenticeship standard: HR support / Skills England
4. Certification on completion	L3 HR Support Apprenticeship (Awarded by the Department for Education)
5. Faculty/ Subject Area / Department (where appropriate)	Corporate Learning
6. School (where appropriate)	Corporate Learning
7. Course Leader	<i>Joanne Faulkner</i>
8. Course Duration, Mode of Study and whether credit-bearing	<i>Distance learning</i> <i>15 months on-programme learning</i> <i>Up to 3 months End-Point Assessment (EPA)</i> <i>Non-credit bearing</i>
9. Maximum registration period	4 years
10. Location of delivery	Distance learning apprenticeship
11. Reference points	Apprenticeship standard: HR support / Skills England
12. Accreditation / Professional, Statutory & Regulatory Bodies (PSRB)	None
13. Course start date(s)	Intakes from October 2026
14. Course Entry Requirements	
As a level 3 DfE-funded apprenticeship, applicants must fulfil all of the below-listed criteria: a) Be employed in a role with responsibilities aligned to the standard. b) Have evidence of funding eligibility from employer. c) Hold a GCSE Grade 4/C+ in English and Maths (or equivalent), OR evidence of relevant experience and suitability through initial assessment. Note that: i. All apprentices will complete an initial assessment in English and Maths competency. ii. Prospective applicants must achieve a minimum assessment outcome equivalent to Level 1 working standard to demonstrate readiness for study at this level and to ensure they are appropriately supported to succeed on the programme. Level 2 working standard desirable. d) Meet DfE apprenticeship funding residency eligibility requirements e) Remain in contracted employment for the duration of the apprenticeship, including EPA.	

English and Maths:

- f) For apprentices aged 19+, standalone Functional Skills English and Maths are **not** mandatory unless required by the apprenticeship standard, awarding organisation, employer, or identified through initial assessment.

All prospective apprentices and their employer will complete an initial interview and Information, Advice and Guidance (IAG) process to assess programme suitability, ensure alignment to the apprenticeship standard, and support appropriate programme fit and apprentice success.

15. Course Overview *(Please clarify any terminology i.e. phase, pathway, route, the purpose of the programme, the Delivery Plan (outline of sessions with broad content, objectives, length) and Delivery Team)*

Programme Purpose

The HR Support Apprenticeship programme aims to provide a structured, applied, and performance focused educational programme for employed individuals seeking to develop and consolidate their effectiveness in an early career, HR Support role.

The programme supports apprentices to become confident, reliable, and HR professionals who are able to work independently, support HR and business operations, and demonstrate full occupational competence in preparation for End Point Assessment.

In particular, the purpose of the programme is to provide apprentices with:

- The opportunity to demonstrate competence and professional growth, via the Knowledge, Skills and Behaviours (KSBs) of the HR Support Apprenticeship Standard which are developed and applied in the workplace, generating evidence to support successful progression to End Point Assessment (EPA).
- A clear understanding of the HR role and how it contributes to wider organisational objectives
- The essential employability skills, professional behaviours, and HR administrative competences.
- The opportunity to support and deliver people initiatives aligned to workplace activity and real organisational needs
- A structured and flexible learning environment that promotes confidence, ownership, and professional development

Organisational Impact

Both during and on completion of the programme, apprentices bring tangible benefits to their organisation through their ability to:

- Communicate professionally with a wide range of internal and external stakeholders.

- Plan, prioritise, and manage workload effectively
- Contribute to effective HR practice by producing clear, accurate, and well-maintained documentation.
- Support HR and business operations, projects, and improvement activity
- Adapt to changing demands and manage competing priorities
- Contribute positively as a reliable, professional, and trusted member of the organisation

The programme is designed to stretch apprentices and equip them to apply HR support and administration skills in practice, respond effectively to existing and emerging HR changes, legislation and organisation initiatives, and support the delivery of practical workplace solutions.

Programme Design

Scaffolded by the HR Support Apprenticeship Standard, the programme develops apprentices' capabilities in current thinking and best practice across core areas of HR, including:

- Business acumen and the role of HR
- Employment Law, equality and ethical practice
- Understanding the employee lifecycle and people practice, including recruitment and selection, building a solid employee relations environment, and learning about the role of learning and development (L&D).
- Understanding how people data and reporting can be used to develop people insights and contribute to organisational change decision-making.

Learning is progressive, cumulative and organised into phases to deliver structured KSB development, building towards EPA. This design enables apprentices to build from core HR support capability to confident, independent performance in the workplace.

Delivery Plan

Programme Duration

- 15 months on-programme learning, delivered by Arden University, followed by up to 3 months for End Point Assessment (EPA).
- EPA preparation is integrated throughout each phase on programme, culminating in a final consolidation phase that is focused on EPA preparation and readiness, ensuring apprentices are fully able to demonstrate occupational competence.

The programme duration is designed to enable the full development of Knowledge, Skills and Behaviours in line with the apprenticeship standard, with flexibility to reflect individual apprentice progress and readiness.

The programme structure is represented as a diagram over the page, with further supporting

detail provided below.

Programme Overview															
Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Phase	Getting Started	Phase 1 (Months 2-4): Business Acumen and the Role of HR			Phase 2 (Months 5-7): Employment Law, Equality and Ethics			Phase 3 (Months 8-10): The Employee Lifecycle and HR			Phase 4 (Months 11-13): People Data, Reporting and Insight			Phase 5: EPA Success Toolkit	
Phase Learning Outcomes	By the end of month 1, apprentices will be able to reflect on their current role and responsibilities, identify their starting point and development goals, understand programme expectations, and begin their HR apprenticeship with a clear sense of purpose, confidence, and direction.	By the end of this phase, the apprentice will demonstrate a clear understanding of their organisation's structure, purpose, and operating context. They will recognise the products and services delivered, the needs they address, and the external market and sector influences shaping organisational priorities. The apprentice will understand where their role fits within the organisation, how it contributes to wider objectives, and how different teams interact.			By the end of this phase, the apprentice will be able to demonstrate a sound understanding of human resources practice within their sector, including any unique contextual or regulatory features. They will be able to demonstrate a good knowledge of relevant HR legislation and how it informs organisational HR policies and procedures. The apprentice will be able to understand how the HR policy framework applies to their role and how these policies support fair, lawful, ethical and consistent people management. They can apply key policies appropriately in workplace situations and recognise when issues require escalation.			By the end of this phase, the learner, will develop an understanding of the key stages of the employee lifecycle, focusing on effective attraction, recruitment, onboarding and compliant, positive exit processes. They will be able to understand best practice approaches in reward and performance whilst building managers' HR capability through guidance that enables them to manage recurring people issues independently. They will learn how to analyse how learning and development, coaching, and mentoring initiatives support individual growth, career progression, and organisational capability.			At the end of this phase, the apprentice will be able to demonstrate an effective understanding of the systems, tools, and processes required to perform their HR role, including the organisation's core HR systems and associated standards. Apprentices will be able to use these systems accurately and in line with agreed service levels and compliance requirements. The apprentice delivers high-quality customer service when responding to a range of HR queries, providing timely advice, support, and practical solutions, primarily to managers. They build managers' HR capability by sharing knowledge and guidance, enabling managers to handle recurring people issues independently where appropriate and improving overall service delivery efficiency.			By the end of this phase, apprentices will be able to confidently demonstrate and articulate their competence across all knowledge, skills, and behaviours, justify decisions made in their role, present evidence of consistent performance, and show full readiness for end-point assessment.	
PLO	PLO1	PLO1, PLO2			PLO3, PLO4			PLO5, PLO6			PLO7, PLO8, PLO9			PLO10	
Live Lessons	FDOL - Your HR Support Development Journey	Building Knowledge	Building Core Skills	Building Ownership	Empowering Employees	Empowering through Protection	Creating Conscious Inclusion	Attracting the Best	Performing through People	Optimising People Development	Getting Comfortable with Data	Licence to Operate	Leading Smart Improvements	Deliver and Showcase	Refine and Reflect
Recorded Webinars	Growth Mindset in Practice	Business in Context	Developing Culture and Change	Professional Excellence	Giving Employees a Voice	Protection, Policy and Law	Inclusion in Practice	Attraction, Recruitment and Selection in Practice	Maximising Performance and Engagement	Learning and Development, Coaching and Careers	HR Information, Data and Analytics	Decision-Making Tools and Focus Areas	Effective HR Systems in Practice	Confidence, Support and Balance	Your Growth as a People Professional

Programme Structure

Phase Learning

The programme is delivered over **distinct phases**, aligned to progressive development of occupational competence and End Point Assessment (EPA) readiness:

- **Month 1: Programme introduction, role awareness, and initial development planning**
- **Phase 1 (Months 2–4): Business Acumen and the Role of HR**
- **Phase 2 (Months 5–7): Employment Law, Equality and Ethics**
- **Phase 3 (Months 8–10): The Employee Lifecycle and HR**
- **Phase 4 (Months 11–13): People Data, Reporting and Insight**
- **Phase 5 (Months 14–15): EPA Success Toolkit**

Month 1, including First Day of Learning: The HR Support Development Journey

The programme begins with a structured initial phase, during which apprentices are introduced to the apprenticeship requirements, delivery model, expectations, and the HR Support role. Apprentices reflect on their current responsibilities, identify development goals, and establish a clear baseline for learning.

Phase 1 (Months 2–4): Business Acumen and the Role of HR

By the end of this phase, the apprentice will demonstrate a clear understanding of their organisation's structure, purpose, and operating context. They will recognise the products and services delivered, the needs they address, and the external market and sector influences shaping organisational priorities. The apprentice will understand where their role fits within the organisation, how it contributes to wider objectives, and how different teams interact.

- **Month 2 – Business in Context:** Understanding the role of HR Support to meet wider business objectives, and how HR can contribute to performance and sustainability.
- **Month 3 – Building Core Skills:** Understanding how culture and organisational structure shape behaviour in the workplace and the people practices that underpin this.
- **Month 4 – Building Ownership:** Investigate how HR priorities and activities align with organisational objectives and apply standards of HR in their own professional development.

Phase 2 (Months 5–7): Employment Law, Equality and Ethics

By the end of this phase, the apprentice will be able to demonstrate a sound understanding of

human resources practice within their sector, including any unique contextual or regulatory features. They will be able to demonstrate a good knowledge of relevant HR legislation and how it informs organisational HR policies and procedures. The apprentice will be able to understand how the HR policy framework applies to their role and how these policies support fair, lawful, ethical and consistent people management. They can apply key policies appropriately in workplace situations and recognise when issues require escalation.

- **Month 5 – Empowering Employees:** Examine key employee and employer rights and responsibilities
- **Month 6 – Empowering through Protection:** Employment law, regulation and compliance.
- **Month 7 – Creating Conscious Inclusion:** Diversity, Equity and Inclusion practices and what this means. Ethics and CIPD Code of Conduct.

Phase 3 (Months 8–10): The Employee Lifecycle and HR

By the end of this phase, the learner, will develop an understanding of the key stages of the employee lifecycle, focusing on effective attraction, recruitment, onboarding and compliant, positive exit processes. They will be able to understand best practice approaches in reward and performance whilst building managers' HR capability through guidance that enables them to manage recurring people issues independently. They will learn how to analyse how learning and development, coaching, and mentoring initiatives support individual growth, career progression, and organisational capability.

- **Month 8 – Attracting the Best:** Recruitment, Selection and onboarding: how to maximise employee experience.
- **Month 9 – Performing through People:** Performance management, reward and stakeholder management.
- **Month 10 – Optimising People Development:** Understand how Learning and development, coaching and feedback can contribute to performance.

Phase 4 (Months 11–13): People Data, Reporting and Insight

At the end of this phase, the apprentice will be able to demonstrate an effective understanding of the systems, tools, and processes required to perform their HR role, including the organisation's core HR systems and associated standards. Apprentices will be able to use these systems accurately and in line with agreed service levels and compliance requirements. The apprentice delivers high-quality customer service when responding to a range of HR queries, providing timely advice, support, and practical solutions, primarily to managers. They build managers' HR capability by sharing knowledge and guidance, enabling managers to handle recurring people issues independently where appropriate and improving overall service delivery

efficiency.

- **Month 11 – Getting Comfortable with Data:** People analytics and insight.
- **Month 12 – Licence to Operate:** Tools and techniques to inform HR decision-making.
- **Month 13 – Leading Smart Improvements:** Evidence-based insight to design practical people initiatives.

Phase 5 (Months 14–15): EPA Success Toolkit

The final phase prepares apprentices for successful End Point Assessment through preparation for writing a consultative project, mock professional discussion, reflection on performance, and evaluation of learning and impact, using the following approaches and resources:

- Gateway readiness checks
 - EPA knowledge revision and skills consolidation
 - Industry alignment, using CIPD Profession Map
 - Professional alignment, using Amplification document
 - Mock assessments and professional discussion preparation
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- **Month 14 – Deliver & Showcase:** Project delivery, real-time problem-solving, evaluation, and professional consultative project development
 - **Month 15 – Refine & Reflect:** Final project completion, evaluation of outcomes, professional reflection, and EPA readiness.

Delivery Model and Session Length

- Live learning is delivered remotely each month, and aligned to each phase of the programme, via synchronous 3-hour interactive teaching sessions
- Each month is further supported by a 1-hour recorded webinar, enabling reinforcement of learning and flexible access
- This blended delivery approach ensures structured tutor-led delivery, interaction, reflection, and consolidation of learning

The sessions support the progressive development and application of Knowledge, Skills and Behaviours and underpin readiness for End Point Assessment.

Learner Journey

All apprentices follow the same structured learner journey to ensure mapped and consistent coverage of the HR Support standard Knowledge, Skills and Behaviours. This ensures parity of experience, quality assurance, and assessment readiness across the programme.

Delivery Team

Delivery of the programme is led by Arden University's Corporate Learning team, who are responsible for the facilitation of live workshops, development of recorded learning content, and provision of ongoing coaching support throughout the apprentice journey. This supports consistency of delivery, alignment with the apprenticeship standard, and a coherent learning experience across all cohorts.

Coaches are allocated to programmes based on their occupational expertise and professional experience, ensuring that apprentices are supported by individuals with relevant industry knowledge and the capability to guide workplace application of learning. Delivery is further supported through structured planning, defined coaching roles, and a consistent approach to apprentice support across the programme lifecycle.

- Delivery is designed to be interactive and applied, incorporating tutor-led sessions, guided activity and coaching support
- The delivery team is supported through ongoing professional development and quality assurance activity to ensure consistency of practice and alignment with programme expectations
- Oversight of delivery and apprentice progress is maintained through established quality monitoring and review processes

16. Progression Route *(Please demonstrate the mechanism by which an apprentice could progress from this apprenticeship to an Arden University award, including the demonstration of credits that could equate to the apprenticeship for a progression route. Reference to RPL; Additional Progression Routes; Professional Development and Certifications; Career Progression Opportunities; Ongoing Skills Development; Career Progression Opportunities and Career Advice)*

Overview of Progression Routes

Apprentices who successfully complete the Level 3 HR Support Apprenticeship and pass End Point Assessment (EPA) may be eligible to apply for further apprenticeship or academic programmes offered by Arden University. Progression to any further programme is not automatic and is subject to meeting individual programme entry requirements, which may

include employer support and role suitability requirements (for further apprenticeship study).

Progression opportunities include progression to higher-level apprenticeships, degree programmes and/or lateral progression into related professional areas, depending on the apprentice's role, experience and career aspirations. Completion of the apprenticeship demonstrates occupational competence and provides a strong foundation for further development in HR functions.

Apprenticeship progression opportunities can be explored in full through the **Skills England Occupational Maps** – see: <https://occupational-maps.skillsengland.education.gov.uk/>. Further study routes could include the Level 5 People Professional Apprenticeship. Degree progression routes could include the BA (Hons) Business Management (Human Resource Management) and Foundation Year programme.

Recognition of Prior Learning may be considered to support progression onto further programmes. This allows relevant skills, knowledge and experience gained through the apprenticeship and workplace practice to be taken into account as part of the admissions process. All RPL decisions are made on an individual basis in line with programme entry requirements and Arden University's QA-06 Recognition of Prior Learning Policy.

Professional Development and Lifelong Learning

The Level 3 HR Support Apprenticeship, places strong emphasis on continuous professional development (CPD) and the development of a lifelong learning mindset.

Throughout the programme, apprentices have access to a structured series of CPD webinars designed to extend learning beyond core occupational requirements and support long-term employability, professional behaviour, and personal growth. These webinars focus on transferable skills, wellbeing, ethics, and workplace effectiveness, including:

- Growth Mindset in Practice
- Business in Context
- Developing Culture and Change
- Professional Excellence
- Giving Employees a Voice
- Protection, Policy and Law
- Inclusion in Practice
- Attraction, Recruitment and Selection in Practice
- Maximising Performance and Engagement
- Learning and Development, Coaching and Careers
- HR Information, Data and Analytics
- Decision-Making Tools and Focus Areas
- Effective HR Systems
- Confidence, Support and Balance
- Your Growth as a People Professional

These sessions encourage apprentices to take ownership of their ongoing development and build habits that support continued learning beyond apprenticeship completion.

Career Progression Opportunities

Completion of the Level 3 HR Support Apprenticeship supports progression into a range of HR roles across sectors, including:

- HR Administrator
- HR Support Officer
- People Administrator
- People Support Assistant
- HR Officer
- People Advisor
- HR Operations
- People Operations Roles
- Talent Acquisition Assistant
- Recruitment Coordinator
- Learning & Development (L&D) Assistant
- People Experience Assistant

The skills and behaviours developed through the programme also support internal progression, increased responsibility within existing roles, and movement into specialist or higher-level occupational pathways over time.

Ongoing Skills Development and Career Advice

Apprentices will have access to a wealth of impartial careers and future planning advice throughout their time on programme. Information, advice and guidance (IAG) is embedded throughout and is particularly focused during the later stages of the apprenticeship. Clear links will be made to the Arden University Careers Advice pages and Arden Futures, ensuring apprentices are aware of the full range of academic, professional and employment pathways available to them.

Careers guidance and discussion of destinations and next steps is embedded and form a core element of the apprentice Individual Learning Plan (ILP), including stretch and challenge conversations. Apprentices are supported during coaching conversations throughout the programme, including at key milestones in discussions that cover:

- Progress reviews
- Reflection on strengths, areas for development, and career aspirations
- Guidance on progression pathways and role alignment
- Support to identify future learning and development needs

All progression options will be explored in an impartial and apprentice-centred manner, enabling apprentices to make informed decisions about their next steps, whether this be further study, professional development, progression within their current organisation, or alternative career pathways.

This ensures apprentices complete the programme not only occupationally competent, but also equipped with the confidence, awareness, and motivation to continue developing their skills and careers.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated Workplace feedback (e.g. emails, records, reports); formative feedback and review; Consultative Project at EPA.		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the apprentice, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)		
1. Demonstrate how organisational structure connects to the wider business environment considering key trends, including digital developments, and how they influence business strategy.	Attendance at live workshops focusing on business structure, micro and macro environments and external influences. Activities and group work in workshops: Two articles to read on key trends affecting workplaces today - students to consolidate and summarise pros and cons to group. Accessing recorded content and materials Q&A activities Additional reading Recorded webinars	Student written work: PESTLE analysis on their own organisation Knowledge quizzes Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
2. Demonstrate an understanding of how people practices support business objectives and add organisational value, while recognising the impact of culture, employee wellbeing, and behaviour on performance and change	Live workshops about culture and change; stakeholder management and customer service for HR professionals. Digital tools and resources (e.g. iLearn, Bud,) Plenary discussion: What is Culture?	Student written work: Describe one cultural theory or model Workplace task: Describe their own organisational culture and suggest one change Q&A: Culture and engagement

	Workplace tasks researching Wellbeing and engagement initiatives in different sectors Additional reading Recorded webinars	Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
3, Understand the concept of employee relations and its significance within organisations and how enabling voice a can improve relations.	Live workshops on the concept of Employee Relations and how this has involved. Trade unions and the employment relationship. Research two x case studies on employee voice. Apprentice debate on Employee Participation and Involvement tactics in the public sector Additional reading Recorded webinars	Student written work: ER in their organisation. Q&A: Employee Relations Student written work: policy excerpt critical review Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
4. Demonstrate an understanding of key aspects of employment law and their application within the workplace and best practice approaches to managing conflict.	Live workshops on key employment law i.e. Equality Act 2010; Employment Rights Act 1996. Plenary based discussion: ACAS best practice guidance on grievance and disciplinary policies. Scenario-based activities on application of law Reading: Significant case law and employment practices	Student written work: Manager advisory scenario Q&A on ER Bill 2024 Line manager feedback Work based outputs

	Use of BUD to plan and track activities Additional reading Recorded webinars	Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
5. Demonstrate a sound understanding of the employee lifecycle, focusing on recruitment and selection, onboarding, and offboarding practices considering how organisations attract and select suitable candidates, support their integration into the workplace, and manage employee exits in a way that maintains engagement and organisational reputation.	Live workshops on attraction, recruitment and selection practices. Practical exercise: mapping the employee lifecycle Role play activity: preparing and conducting an interview Additional reading Recorded webinars	Student written work: inclusive attraction Peer feedback on selection interview Q&A on Employee Lifecycle Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
6. Develop knowledge of performance evaluation and reward principles, focusing on how organisations assess employee performance using clear objectives, feedback, and review processes. Understand the link between performance and reward showing how fair evaluation and appropriate rewards can increase engagement, encourage positive behaviours, and support organisational success	Collaborative learning in workshops; workplace interactions; coaching discussions; applied learning through day-to-day role responsibilities to contextualise policy requirements. Live workshops on performance evaluation: traditional to modern approaches. Peer to peer learning and discussion-based activities. Apprentice debate on performance management in the private versus public sector Reading: Reward and Total Reward	Student written work: evaluate effectiveness of current performance process in their organisation Q&A: Financial and non-financial reward Work based outputs: One benefit recommendation Formative feedback and review through tasks assigned in BUD.

	Additional reading Recorded webinars	Consultative Project at EPA.
7. Apply understanding of learning and development approaches, including key principles of adult learning theory exploring different approaches such as formal and informal learning, as well as development methods including coaching and mentoring and the link to organisational growth.	Live workshops on learning and development approaches including coaching and mentoring. Practical exercises on coaching models i.e. GROW Role play coaching and tutor feedback Additional reading Recorded webinars	Student written work: How adults learn Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
8. Demonstrate a sound understanding and application of evidence-based practice and how it is used to identify workplace issues, challenges, and opportunities. Apply the basics of critical thinking and understand how different ethical perspectives can influence decision-making.	Live workshops on the concept of Evidence-based practice and Ethics. Apprentice debate: Ethics in the Workplace CIPD Report review and discussion Additional reading Recorded webinars	Student written work: Apply critical thinking to sickness absence scenario Q&A: Ethical challenges Line manager feedback Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
9. Learn how to apply tools and methods to analyse information and interpret data related to people practice. Present findings,	Live workshops on data analysis and people analytics. How to interpret data and make recommendations.	Student written work: Data presentation

consider the risks and benefits of different solutions, and understand how to measure the impact and value of people practices.	Practical exercise: data analysis Read and review: ROI: Determining the value of people practices	Work based outputs: write short report with recommendations Formative feedback and review through tasks assigned in BUD. Consultative Project at EPA.
10. Contribute to continuous improvement by identifying issues, suggesting solutions, and supporting change. Reflect on personal performance and engage in ongoing learning and development aligned to role requirements.	Structured reflection embedded in the learning cycle (Develop, Diagnose, Demonstrate, Debrief); CPD webinars; coaching discussions to support development planning.	Reflective logs; evidence of CPD engagement; progress reviews; articulation of learning and development during professional discussion at EPA.

17b) Knowledge, Skills and Behaviours (KSBs) Mapping to Programme Phases

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
1	Growth	FDOL – Your HR Support Development Journey	Growth Mindset in Practice	Personal development, resilience, and professional confidence	By the end of month 1, learners will be able to reflect on their current role and responsibilities, identify their starting point and development goals, understand programme expectations, and begin their HR apprenticeship	S7.1, S7.2, B2.1, B3.1, B3.2	Consultative Project/ Professional Discussion

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
					with a clear sense of purpose, confidence, and direction.		
2	Phase 1 – Business Acumen and the Role of HR	Building Knowledge	Business in Context	Business Acumen, organisational structures, purpose and operating context.	Learners will be able to understand how organisation's structure, mission, vision, values and strategy are intrinsic to success taking into account both internal and external factors.	K1.1, K1.2	Consultative Project/ Professional Discussion
3	Phase 1 – Business Acumen and the Role of HR	Building Core Skills	Developing Culture and Change	Cultural Models i.e. Shein; SCARF and Change Management Principles	Learners will be able to understand how organisational culture shapes behaviour, decision-making, and people management practices. How to apply cultural models and theories, how to support cultural change. Understand change management and	K1.1, K1.2, K3.1, K3.2, S1.1, S1.2, S5.1, S5.2, B2.1	Consultative Project/ Professional Discussion

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
					effectively navigate change.		
4	Phase 1 – Business Acumen and the Role of HR	Building Ownership	Professional Excellence	Exploring how HR becomes a key partner to the business; stakeholder management and customer service.	Learners will understand how their role fits within the organisation, including how they can effectively contribute to wider objectives and how different teams interact.	K2.1, K3.1, K3.2, S1.4, S1.5, S2.1, S2.2, S3.1, S3.2	Consultative Project/ Professional Discussion
5	Phase 2 – Employment Law, Equality and Ethics	Empowering Employees	Giving Employees a Voice	Developing Positive Employee Relations and Employee Voice	Learners can examine key employee and employer rights and responsibilities, including contractual terms, fair treatment, effective employee relations, and the management of workplace issues and disputes.	K2.1, K2.2, K2.3, S1.1, S2.1, S2.2, S3.3, S7.1, B1.1	Consultative Project/ Professional Discussion

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
6	Phase 2 – Employment Law, Equality and Ethics	Empowering through Protection	Protection, Policy and Law	Current Employment Law and Policy	Learns will explore how organisational policies translate employment legislation into consistent, lawful and practical people management processes and demonstrate a good knowledge of relevant Employment legislation and its key principles.	K2.1, K2.3, K2.3, K4.2, S1.1, S1.2, S2.1, S6.1, S7.1, B3.2	Consultative Project/ Professional Discussion
7	Phase 2 – Employment Law, Equality and Ethics	Creating Conscious Inclusion	Inclusion in Practice	Understanding Diversity, Inclusion and Equity	Leaners will be able to understand the differences between diversity, inclusion, equality and equity. Ethical theories and values. Learn how to apply DEI practices to support the workforce.	K2.2, K2.3, K4.2, S2.1, S4.1, S4.2, S5.1, B1.2, B1.3	Consultative Project/ Professional Discussion

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
8	Phase 3 – The Employee Lifecycle and HR	Attracting the Best	Attraction, Recruitment and Selection in Practice	Exploring the key components of the Employee Lifecycle from attraction to exit.	Learners will develop understanding of the key stages of the employee lifecycle, focusing on effective attraction, recruitment, onboarding and compliant, positive exit processes.	K1.1, K2.2, K2.3, S1.1, S1.2, S1.4, S2.1, S2.2, S5.1 S3.1, S3.2	Consultative Project/ Professional Discussion
9	Phase 3 – The Employee Lifecycle and HR	Performing through People	Maximising Performance and Engagement	Reward, Performance and Engagement Practices	Learners will be able to understand best practice approaches in reward and performance whilst building managers' HR capability through guidance that enables them to manage recurring people issues independently.	K2.3, S1.1, S1.2, S1.4, S2.1, S5.1, S5.2, S3.1, S3.2, S4.1, S4.2, S7.1, S7.2	Consultative Project/ Professional Discussion
10	Phase 3 – The Employee Lifecycle and HR	Optimising People Development	Learning and Development, Coaching and Careers	People Development, Coaching and Mentoring Practices	Learner can analyse how learning and development, coaching, and mentoring initiatives support individual growth, career progression, and	K3.2, S1.1, S1.2, S2.1, S5.2, S4.1, S7.2, B3.1	Consultative Project/ Professional Discussion

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
					organisational capability.		
11	Phase 4 – People Data, Reporting and Insight	Getting Comfortable with Data	HR Information, Data and Analytics	Evidence-based Practice	Learners will know how to use evidence-based insight to design practical improvements and effectively support organisational change initiatives.	K4.1, S1.3, S6.1, S6.2, B1.1, B1.2	Consultative Project/ Professional Discussion
12	Phase 4 – People Data, Reporting and Insight	Licence to Operate	Decision Making Tools and Focus Areas	5 Whys, De Bono's 6 Hats and Decision Making Theories and how to apply them.	Learner will be able to use different tools and techniques used in HR decision-making, including interpreting data to identify trends, risks and priority focus areas.	K1.2, K4.1, S1.1, S1.2, S1.3, S6.1, S6.2, B1.1, B1.3	Consultative Project/ Professional Discussion
13	Phase 4 – People Data, Reporting and Insight	Leading Smart Improvements	Effective HR Systems in Practice	Understanding the different types of data, ROI, cost benefit analysis and the value of HR.	Learners will be able to confidently prepare HR reports and management information using HR data to support organisational decision-	K1.1; K1.2, K4.1, S1.3, S2.1, S6.1, S6.2, S7.1	Consultative Project/ Professional Discussion

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Knowledge / Skills / Behaviours Mapped	Aligned EPA Assessment Method(s)
					making and to maximise performance		
14	Phase 5 – EPA Success Toolkit	Deliver & Showcase	Confidence, Support and Balance	Project Management Tools, Planning and Prioritisation Techniques	Focus on Project delivery, real-time problem-solving, evaluation, and professional consultative project development. Final project completion, critical evaluation of outcomes, reflection on performance, and professional presentation of results	K1.1; K2.1; K2.3, K4.2, S1.5, S7.2, B2.1, B3.1, B3.2	Consultative Project/ Professional Discussion
15	Phase 5 – EPA Success Toolkit	Refine & Reflect	Your Growth as a People Professional	Reflection, self-evaluation, continuous improvement, and EPA readiness	Critically evaluate progress, reflect on learning and performance, and demonstrate readiness for EPA assessment.	K1.1; K2.1; K2.3, K4.2, S1.5, S7.2, B2.1, B3.1, B3.2	Consultative Project/ Professional Discussion

18. Learning, teaching and assessment methods and strategies *(Please make reference as appropriate to Learning and Teaching; Digital Tools and Resources: Learning Cycle; use of Bud; iLearn; Phase Learning; Live Workshops and Pre-Recorded Webinar Overview; Projects)*

Systems Overview and Digital Learning Platforms

The programme is supported through a set of established digital platforms that provide a structured and consistent learning experience across all apprenticeship provision. These systems are already in use across Arden University's apprenticeship portfolio and support both learning and progression throughout the programme lifecycle.

Bud

Bud is the central learning and apprenticeship platform. It supports the full learning journey, enabling apprentices to engage with learning activities and apply knowledge in the workplace through reflective and evidence-based activities.

Bud is also used to:

- Organise and sequence monthly learning activity
- Record time spent on off-the-job activities
- Store workplace evidence and reflections
- Track progress against starting points
- Monitor development of and progress against the Knowledge, Skills and Behaviours (KSBs)
- Support reviews between apprentice, employer and coach
- Prepare apprentices for gateway and final assessment
- Identify apprentices who may need additional support
- Provide visibility and reporting on apprentice and cohort progress, and at-risk interventions

This ensures that learning, evidence and progress are captured in one place, providing a clear view of development throughout the programme, from onboarding through to gateway and End Point Assessment.

iLearn

iLearn is the virtual learning environment and houses core programme content and supporting resources. It enables apprentices to consolidate learning and access key materials throughout the programme.

This includes:

- structured learning content aligned to programme phases
- short knowledge checks to confirm understanding
- discussion forums to support reflection and peer engagement
- links to live workshops and webinars
- recordings, slides and additional resources following sessions

Together, Bud and iLearn provide a joined-up learning experience, supporting both the application of learning in the workplace and the development of knowledge required for successful progression through the apprenticeship.

The phased learning model provides a consistent and structured approach to apprenticeship delivery across all programmes within the portfolio. Each programme follows a standardised 15 month structure designed to support progressive development of occupational competence, beginning with induction and foundational learning, moving through themed developmental phases, and concluding with a final EPA readiness and Gateway phase.

Phase Learning Model

The core curriculum is delivered through structured phases, each with a clear occupational focus and progressively increasing levels of complexity, independence, and workplace application. This enables apprentices to move from supported learning and foundational knowledge towards confident, independent performance in real workplace contexts.

Workplace learning is embedded throughout the programme through structured Off-the-Job (OTJ) activities aligned to the apprenticeship standard Knowledge, Skills and Behaviours (KSBs). Apprentices generate authentic workplace evidence through projects, operational tasks, reflective activities, and professional discussions.

Assessment and EPA preparation are integrated throughout all phases to ensure apprentices progressively build confidence, competence, and readiness for successful completion of the apprenticeship standard. The final two months of the programme consolidate this development through a focused EPA preparation phase, supporting apprentices to demonstrate occupational competence.

This phased structure is supported by a consistent monthly learning cycle, which underpins how learning is developed, applied and reflected in practice.

Learning Cycle

Apprentices follow a structured learning cycle within Bud, which enables them to apply learning in the workplace over time, contributing to assessment readiness:

- **Develop** – Learn new concepts and EPA-relevant knowledge within the phase
- **Diagnose** – Assess understanding, confidence and application against KSBs
- **Demonstrate** – Apply learning through workplace tasks and activities directly aligned to EPA requirements
- **Debrief** – Reflect on impact, behaviour and improvement in the workplace

Where appropriate, apprentices are guided to optional stretch and challenge extension tasks, enabling deeper evidence generation and enhanced confidence for EPA assessment.

Learning and Teaching

The programme adopts a blended, apprentice centred approach that integrates structured teaching, digital learning, workplace application, and reflective practice. Learning is designed to be practical, role-relevant and progressive, enabling apprentices to develop confidence and occupational competence over time.

Teaching methods prioritise active and applied learning, ensuring that apprentices continuously translate learning into their workplace and build their skills, confidence and behaviours required to meet the HR Support apprenticeship and End Point Assessment

(EPA) requirements. Learning is scaffolded across programme phases, moving from foundational understanding to integrated performance and sustained competence.

Workplace activity is deliberately structured to support EPA preparation, enabling apprentices to:

- Demonstrate consistent application of Knowledge, Skills and Behaviours (KSBs)
- Evidence workplace skills and behaviours.
- Practise professional discussion and reflective articulation of competence
- Show sustained performance over time, as required by the EPA

Digital Tools and Resources

The programme uses a range of modern digital tools to create an engaging, flexible and work focused learning experience that supports EPA readiness. Appropriate IT tools on the programme ensure:

- Clear introductions and short learning videos that explain key topics and EPA-related expectations.
- Step-by-step “how-to” guides support workplace tasks, evidence capture and preparation for assessment activities.
- Scenario-based learning where apprentices observe and reflect on realistic workplace situations such as communication, behaviours and decision-making, supporting preparation for behavioural and professional discussion elements of the EPA.

Apprentices are encouraged to develop digital skills that reflect the demands of modern business environments and contemporary working practices.

Pre-Recorded Webinars

Monthly **1-hour pre-recorded webinars** reinforce learning and EPA readiness through:

- Refreshing core knowledge for the consultative project
- Supporting behavioural awareness and reflective practice
- Providing guidance on evidence selection
- Reinforcing expectations for professional discussion and workplace competence

Workplace Learning, Evidence, Assessment and Feedback

Consultative Project (EPA Preparation)

All apprentices are required to complete a Consultative Project as part of their formal End-Point Assessment (EPA). The project is designed to demonstrate how the apprentice has applied their HR knowledge and skills to deliver services within their role, in line with the requirements of the relevant occupational standard.

The project includes a written submission, which is independently reviewed and assessed to evaluate effectiveness, consistency, and alignment with occupational expectations.

During the programme, apprentices will be supported to prepare for this assessment through a structured and applied approach. This includes:

- Assessing organisational needs to inform the selection and scope of their final project
- Developing practical HR skills through workplace application, enabling apprentices to evidence competence in real scenarios
- Applying knowledge and behaviours in context to support readiness for the Consultative Project
- Building capability in project management, including planning, delivery, and evaluation
- Strengthening stakeholder management skills, including effective communication and engagement across the organisation
- Producing professional HR reports and documentation including data analysis, aligned to business requirements

Ongoing learning and development activities will ensure apprentices are equipped to produce a robust, evidence-based project that demonstrates their ability to operate effectively within an HR role.

Formative and Summative Assessment Strategy (EPA-Aligned)

Assessment is progressive and explicitly aligned to the HR Support EPA assessment methods:

Formative assessment includes diagnostics, skills checks, reflective practice, coaching, scenario-based questioning and mock assessments.

Assessment methods include:

- Ongoing knowledge evaluations (quizzes, written assessments)
- Case study based questioning
- Mock professional discussions

Summative assessment includes integrated workplace activity, project-based evidence and final competence confirmation prior to Gateway.

Assessment methods

- Project component work mapped to EPA criteria
- Employer feedback and third-party testimony
- Mock professional discussions mapped to EPA criteria
- CIPD Planning Map?

These activities ensure that apprentices are fully prepared to demonstrate competence during EPA assessment.

Projects and Workplace Application

People-focused workplace continuous improvement activities are embedded throughout the programme and explicitly aligned to the HR Support EPA requirements. These activities enable apprentices to:

- Apply learning in real work contexts
- Demonstrate multiple KSBs through integrated activity
- Generate high-quality evidence of impact

- Practise explaining rationale and outcomes in preparation for professional discussion

Activities increase in complexity across phases and support apprentices to demonstrate sustained, independent workplace performance prior to Gateway.

19. Apprenticeship development methods and strategies *(Please make reference as appropriate to Accessibility; Knowledge, Skills and Behaviours (KSBs); Portfolio: Portfolio of Evidence: Off the Job Time: Coaching: Employer Support & Liaison: Fundamental British Values: Functional Skills -English and Maths: Development of English and maths skills: Safeguarding: Prevent)*

- **Accessibility:** The programme is designed to meet diverse apprentice needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g., PDF, audio, and screen-reader compatible resources). Flexible scheduling options accommodate different working patterns, and digital platforms (iLearn and Bud) are fully accessible, supporting assistive technologies. Coaching sessions and reviews can be adapted for individual requirements, ensuring equitable participation. These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.
- **Knowledge, Skills and Behaviours (KSBs):** The KSBs are mapped into each phase of the programme. This demonstrates where each KSB will be taught, providing opportunities for apprentices to begin the development of their portfolio of evidence. Progress against KSB acquisition is monitored throughout the programme through an established framework that integrates coaching activity, employer engagement and internal quality oversight, with readiness for Gateway confirmed through collective agreement between the apprentice, employer and training provider prior to independent assessment.
- **Portfolio of Evidence:** Each phase allows for a guided, yet individualised programme. Coaches will highlight the KSBs mapped to each phase, whilst the apprentice's role will also determine when they can generate robust, current, valid and reliable evidence against the KSBs. The apprentice will work with their coach to agree which KSBs to focus on by key milestones throughout the programme. This cyclical process continues, organically developing a clear plan for evidencing KSBs throughout the duration of the programme until 100% of the KSBs will be evidenced in preparation for Gateway. Evidence will be generated in a number of ways:
 - Via coach-led activity (via the production of work-based product evidence).
 - Via the apprentice's self-directed on the job learning and development (via the production of work-based product evidence).
- **Off-the-job Time:** Apprentices receive off-the-job training throughout the duration of the programme, during their paid hours, for the purpose of achieving their apprenticeship. As such, the programme is scheduled to allow apprentices to study alongside work commitments, with employer support. Each apprentice is provided with a Learner Plan which details all synchronous teaching sessions, activity submission deadlines and milestones from induction through to the final Gateway meeting and End

Point Assessment. The e-portfolio system (Bud) records all off-the-job activities, and the Coaches meet with the apprentices to ensure that all activities are completed by the submission date.

- **Coaching:** At the start of the programme, each apprentice is assigned a dedicated coach, who will provide personal support throughout the duration of the programme. Regular coaching sessions are tailored to individual goals, providing continuous progression, confidence-building, and support for learning needs. Sessions capture progress, encourage reflection, and set clear action plans. This approach guarantees ongoing learning, pastoral support, and accountability, helping apprentices translate learning into measurable success.
- **Employer Support & Liaison:** Once per quarter, employers join coaching meetings to review the apprentice's performance on the apprenticeship and address any areas of concern the employer may have. This tri-partite meeting also confirms that the apprentice continues to receive the required off-the-job time.
- **Fundamental British Values:** We promote Fundamental British Values through teaching and learning interventions and via the coach reviews. These sessions seek to create opportunities for apprentices to apply their understanding of fundamental British values to relevant situations and contexts, and to encourage apprentices to respect each other and their differences, including regarding protected characteristics outlined in the Equality Act 2010.
- **Functional Skills -English and Maths:** In accordance with the apprenticeship funding rules (updated in February 2025), all apprentices, regardless of age, must complete a Functional Skills Initial Assessment in English and maths before beginning the apprenticeship. This establishes each apprentice's starting point and identifies any required support.
 - To be eligible for exemptions from Functional Skills qualifications, apprentices must provide valid certificate evidence prior to enrolment. Acceptable evidence includes GCSEs, AS-/A-levels, or recognised equivalents at grades A–C/9–4 in English (Language or Literature) and maths.
 - Where evidence cannot be provided, apprentices must complete approved diagnostic assessments. Apprentices who do not meet the required threshold will complete Level 2 Functional Skills in English and maths alongside their apprenticeship.
 - Apprentices Aged 16 - 18
 - For all apprentices aged 16 -18, English and maths development remains a mandatory part of the apprenticeship programme unless they already hold valid Level 2 qualifications and can provide evidence.
 - Where no evidence is available, the apprentice must undertake diagnostic assessments and complete Level 2 Functional Skills qualifications as part of the programme.
 - Apprentices Aged 19+ (Opt-Out Provision)
 - For apprentices aged 19 and over, the February 2025 funding rules allow the apprentice to opt out of ongoing English and maths delivery.
These apprentices must still complete the Functional Skills Initial Assessment, but they will not be required to undertake

any additional English and maths learning or qualifications during the programme.

- Where a 19+ apprentice chooses to opt out, the decision must be agreed by their employer, in writing and retained for compliance and audit purposes.

- **Development of English and maths skills:** The outcomes of the Functional Skills Initial Assessment will act as the baseline for all apprentices. Skills development is embedded throughout the programme in several ways:
 - Coaches and lecturers will use starting-point data to plan targeted teaching and support activities.
 - English and maths will be reviewed at coach progress meetings and reviews, with discussion of workplace application and relevance.
 - On-programme assessments will incorporate a varied assessment approach, including speaking, listening, reading, writing, and mathematical tasks where appropriate.
 - Coaches and lecturers will identify naturally occurring opportunities to develop speaking and listening, reading, writing and maths throughout the programme.
 - Coaching and assessment feedback will highlight spelling, punctuation, grammar, and numerical accuracy to promote continuous improvement.
- **Safeguarding:** Arden University's role in terms of Safeguarding is to -
 - Ensure all staff involved in the delivery of apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the apprentices.
 - Ensure that the Safeguarding policy is applied to all learning settings.
 - Ensure that apprentices understand the aims of Safeguarding how it protects them and how they can access support.
 - Promote a culture that prioritises safeguarding, reducing the potential for harm to be caused or threatened.
 - To work with employers to ensure that they are aware of their obligations, as well as the University's so that apprentices are protected in all cases.
 - To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the apprentice(s) involved.
 - Be available for apprentices to ensure they feel they can always raise concerns that they have.
- **Prevent:** The University's role is to -
 - Ensure that all colleagues are aware of the Prevent duty and the obligations they are required to meet to enable this.
 - Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance.
 - Provide clear channels for apprentices to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment.
 - Ensure prompt response to any concerns raised.

20. Formative Assessment Plan *(Please outline the substance and format of activities featured in the assessment plan for the relevant standard, and detail the formative assessment that will support Apprentices to successfully complete their End Point Assessment, including how Apprentices are supported to engage in mock practical activities (including professional conversations). Indicate when Apprentices will complete formative assessments (it is recommended that formative assessments should take place at both the mid-point of study for feedback and at gateway for readiness and engagement checks) and when there are opportunities in the programme for Apprentices engage in reflective practice)*

Formative assessment within this apprenticeship is designed to support apprentices to develop confidence, competence and readiness for End Point Assessment (EPA). Formative activity is embedded throughout the programme and is used to inform feedback, target support and support decisions that apprentices only progress to gateway and assessment when they are fully prepared.

Substance and format of formative activity

Formative assessment activity takes place throughout the on-programme phase and is aligned to the Knowledge, Skills and Behaviours (KSBs) set out in the apprenticeship standard. Activities are designed to support application of learning in the workplace and to develop the evidence, confidence and professional judgement required for EPA.

Formative activities include, but are not limited to:

- Coached review of project activities designed to support EPA requirements.
- Structured reflective activities linked to real workplace tasks and responsibilities
- Guided professional discussions with coaches to rehearse articulation of knowledge, skills and behaviours
- Industry alignment, using CIPD Profession Map
- Professional alignment, using Amplification document
- Mock practical activities and scenario-based tasks aligned to the assessment methods specified in the assessment plan
- Formative feedback on communication, professional judgement and decision-making relevant to EPA methods

These activities are developmental in nature and do not replace summative assessment, but reflect the format and expectations of EPA. Their purpose is to build readiness, not to grade performance.

Timing of formative assessment and feedback

Formative assessment and feedback are structured around key points in the apprenticeship journey:

- **Early and ongoing:** Regular formative feedback is provided through coaching sessions and progress reviews, focusing on KSB development and workplace application.
- **Phase reviews:** At the end of each programme phase, formative review activity is used to evaluate progress against expected KSB milestones, identify gaps and agree targeted actions to support development.
- **Pre-gateway readiness:** In the period leading up to gateway, enhanced formative activity is used to test readiness for assessment, including mock practical activities and professional conversations aligned to EPA requirements.

This ensures that apprentices understand the format, expectations and standards of assessment before progressing.

Preparation for EPA and mock assessment activity

Apprentices are supported to engage in structured preparation for EPA through formative activities that reflect the assessment methods set out in the relevant assessment plan. This includes opportunities to practise professional conversations, respond to scenarios and articulate evidence of competence in a supported environment.

Coaches play a central role in facilitating these activities, providing targeted feedback on clarity, structure, confidence and alignment to the occupational standard. Where formative activity indicates that readiness is not yet secure, additional support, learning or time is provided rather than progressing prematurely.

Reflective practice

Reflective practice is embedded throughout the programme and is reinforced throughout the learning cycle, in coaching sessions and phase reviews.

Apprentices are encouraged to reflect on workplace experience, feedback and development needs through coached discussion and structured reflective activities. This supports deeper learning, professional growth and improved performance in assessment contexts such as professional conversations.

Gateway readiness and progression

Formative assessment outcomes inform gateway readiness decisions but do not replace formal gateway requirements. Progression to gateway is only permitted where there is secure and sufficient evidence that all relevant requirements have been met, including sufficient and evidenced development of the required KSBs.

Gateway decisions are made through collective agreement between the apprentice, employer and training provider, informed by formative evidence, and internal quality oversight. This approach ensures that apprentices are entered for EPA only when they are well prepared and have the best possible opportunity to succeed.

Formative assessment is aligned to the Level 3 HR Support End Point Assessment methods, ensuring consistency with assessment expectations and the requirements of the role.

Activities are designed to reflect the duties and responsibilities of a HR Support HR Administrator/ HR Officer, focusing on accuracy, professionalism, organisation, communication, and consistent workplace performance rather than leadership or strategic decision-making.

Alignment to HR Support EPA Requirements

Formative preparation specifically supports apprentices to meet the HR Support EPA through:

- Preparation for the Consultative Project through structured reviews and coached reflection on workplace evidence, including HR documentation, professional communications, coordination of people-related activities, and the effective use of HR systems.
- Preparation for the Professional Discussion, through guided professional conversations that enable apprentices to practise explaining how they apply knowledge, skills and behaviours in their day-to-day role, respond to questioning, and reflect on their development.

Reflective Practice in the HR Context

Reflective practice within the HR programme focuses on:

- Evaluating the effectiveness and quality of HR support provided
- Reflecting on communication with stakeholders
- Reviewing organisation, prioritisation and time management
- Identifying learning from feedback and workplace experience.

21. Resources to Support Learning

The programme is designed to meet diverse apprentice needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g., PDF, audio, and screen-reader compatible resources). Digital platforms (iLearn and Bud) are designed to support accessibility through features such as screen-reader compatibility, accessible navigation, and adaptable content.

Coaching sessions and reviews can be adapted for individual requirements, ensuring apprentices can engage effectively, regardless of individual need.

These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.

Apprenticeship Specific Resources will be:

- CIPD resources, such as CIPD Profession Map, Amplification document, CIPD Code of Ethics and Conduct
- Drop in Sessions for collaboration and networking
- EPA readiness focussed workshops

24. End Point Assessment		
End Point Assessment Organisation (EPAO)	CIPD	
EPA consists of:		
Gateway requirement	EPA method 1	EPA method 2
• 3 months	• Consultative Project	• Professional Discussion

Note that End Point Assessment is set by the apprenticeship standard and assessment plan, which defines the required assessment methods and does not permit alternative approaches.

Apprenticeship standards are currently undergoing reform, which may enable broader assessment methods in the future. Arden University continues to monitor these developments and will adapt approaches where appropriate to support accessibility and inclusivity.

Record of Amendments post approval (to be completed by Senior Quality Officer)			
Date approved	Version number	Details of Change	Implementation Date agreed

