IfATE

Shaping skills training

IT solutions technician

Key information

Reference: ST0505
Version: 1.1
Level: 3
Typical duration to gateway: 18 months
Typical EPA period: 4 months
Maximum funding: £15000
Route: Digital
Integration: None
Date updated: 31/12/2024
Approved for delivery: 18 February 2019

Lars code: 413
EQA provider: Ofqual
Example progression routes:
Software developer,
Software tester,
Network engineer,
Cyber security technologist (2021),
DevOps engineer
Review: this apprenticeship will be reviewed in accordance with our change request policy.

End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the it solutions technician apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

IT solutions technician apprentices, their employers and training providers should read this document.

A full-time it solutions technician apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 4 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - project with presentation, and questioning:

- fail

- pass

- distinction

Assessment method 2 - profession discussion underpinned by portfolio:

- fail

- pass

- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail

- pass

- merit

- distinction

EPA summary table

On-programme - typically 18 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the profession discussion underpinned by portfolio, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 4 months	**The grades available for each assessment method are below** Project with presentation, and questioning: • fail • pass • distinction Profession discussion underpinned by portfolio: • fail • pass • distinction

	Overall EPA and apprenticeship can be graded: • fail • pass • merit • distinction
Professional recognition	This apprenticeship aligns with: • The registration for IT technicians for Associate Member
Re-sits and re-takes	• re-take and re-sit grade cap: pass The retake and re-sit assessment method only is capped not the overall EPA grade. • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 4 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

• confirm they are ready to take the EPA

• have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a portfolio of evidence for the profession discussion underpinned by portfolio

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 8 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:

- workplace policies and procedures

- witness statements

- annotated photographs

- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Project with presentation, and questioning

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

Project with report

- presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it allows for the assessment of KSBs that take place over a long period of time

- it allows for a broad set of KSBs to be evidence during the post-gateway period

- it assesses knowledge, skills and behaviour holistically it can produce something that is of genuine business benefit to the apprentice's employer

- it allows for the presentation of evidence and testing of responses where there are a range of potential answer

- it can be conducted remotely, potentially reducing cost

Delivery

The apprentice must complete a project based on any of the following:

- The apprentice must complete a project report based on their involvement in technical solutions across the solution delivery lifecycle

The agreed project will present a typical business task, appropriate for demonstrating the skills and knowledge on the standard. The agreed project will be comparable in terms of content and complexity for all apprentices - it is the context within which the knowledge, and skills must be demonstrated that will vary. The project is undertaken and completed on programme and pre-gateway to the EPA. The project will typically be undertaken on the employer's premises.

The project output must be in the form of a report and presentation.

The apprentice must start the project report after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project report.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component 1: Project report

The report must include at least:

A written report. The report must cover the following themes:

- plan

- design

- build

- test

- deploy

- maintain

It is recommended that the report follows the S.T.A.R.R. format.

- Situation

- Task

- Action

- Result

- Reflection

The report can cover up to two projects, either equally wieghted or any combination of total word count. The project report must have a total word count of 2,000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion.

Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report and any presentation materials to the EPAO by the end of week 4 of the EPA period.

Component 2: Presentation with questions

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, report and presentation.

The presentation should cover:

- an overview of the project

- the project scope (including key performance indicators)

- summary of actions undertaken by the apprentice

- any project outcomes and how these were achieved

- lessons learned and reflections

The presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must ask at least 6 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice

- to seek clarification where required

- to assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the EPAO at the same time as the report - by the end of week 4 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment

- flip chart and writing and drawing materials

- computer

Overall presentation is typically 20 minutes, this can be one presentation of 20 minutes or two separate presentations totalling 20 minutes overall.

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the presentation with questions.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the report and presentation with questions

- the apprentice's answers to questions

- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice, where appropriate, has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Profession discussion underpinned by portfolio
Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively

- it allows for the assessment of KSBs that do not occur on a predictable or regular basis

- it allows for assessment of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- lifecycle

- IT and data

- continuous professional development

- suistainability

- legislation and policies

- stakeholder engagement

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must ask at least 8 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the profession discussion underpinned by portfolio:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
    grading guidance

- question bank

- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Project with presentation, and questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND 3 OUT OF 6 DISTINCTION DESCRIPTORS
Plan K3 S2 S3 B3	Outlines the approaches and methodologies used when interpreting client requirements, demonstrating a productive and organised approach within agreed project plans. K3, S2, S3, B3	Critically evaluates the approaches and methodologies used when interpreting client requirements. K3, S2, S3, B3
Design K4 K5 S5 S6 B1	Explains how they work independently to design solutions that meet client and business needs whilst adhering to the principles of solution architecture. K4, S5, B1

Describes how they identify technical solutions by using creative and critical thinking principles which aid in solutions suggestions. K5, S6 | Critically evaluates the design solution produced and the extent to which they meet client and business needs and considered feedback from others K4 S5 B1 |
| Build K6 S7 | Explains how they install hardware or software components physically or virtually within an IT solution and how the components work together. K6, S7 | Critically analyses their choice of tools, techniques and approaches in the installation of components within IT solutions. K6, S7 |

Test K15 K16 S9	Explains how they test and evaluate performance, functionality and usability of solutions, including user testing and performance testing, as well as the significance of test plans when ensuring compliance with customer and project requirements, including where testing can be automated, whilst explaining the principles and the types of testing. K15, K16, S9	Critically analyses their choice of tools, techniques and approaches to testing, whilst considering the project outcomes and feedback from others. K15, K16, S9
Deploy K17 S10	Explains how they deploy and implement solutions and the importance of change management practices. K17, S10	Critically analyses the methods used for deploying the solution and the methods used to validate the success of said solution. K17, S10
Maintain K22 S14 B2	Outlines the communication tools, techniques and approaches used when dealing with technical and non-technical stakeholders and adhering to professional ethics. K22, S14, B2	Critically analyses the choice of communication tools, techniques and approaches used within the project or projects. K22, S14, B2

Profession discussion underpinned by portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Lifecycle K1 S1	Explains the stages of a solutions lifecycle and the work that they have undertaken at any of these stages. K1, S1	Critically evaluates the impact of the work that they have undertaken at any stage of the solutions lifecycle K1, S1
Legislation and policies K18 K19 K20 S13	Explains how they have applied organisational and industry policies, legislation and standards relating to security (including privacy and confidentiality), and health and safety. K18, K20, S13 Describes how the principles of cyber security impact on the IT solutions. K19	Evaluates current and evolving security threats and the impacts this has on maintaining IT solutions. K19, S13
Sustainability K21 S4 B5	Explains the environmental considerations they make in their work to ensure resources are used efficiently and responsibly and carbon emissions are reduced. K21, S4, B5	None

| Continuous professional development K14 S15 B6 | Explains the potential implications that emerging technologies such as artificial intelligence, machine learning and ethical usage of AI tooling have on digital activities and solutions K14

Explains how they have shown due diligence when applying continuous professional development to support their own learning, the business needs and technical developments. S15, B6 | None |
|---|---|---|
| Core IT K7 K8 K9 K10 K11 K12 S12 | Describes the main components of a computer system and their purpose K7

Explains the concepts of cloud services and cloud storage, including cloud enablement and application and the requirements of systems in relation to hosting and access K9, K11

Explains the different types of configurations and their relative merits K12

Explains how they support multiple solutions using their knowledge of connectivity principles K8, K10, S12 | Critically evaluates the success of their choice of hardware, components or software within an IT solution. S12 |
| Stakeholder engagement K2 K23 B4 | Explains how they worked with stakeholders to manage approaches and contribute to a supportive and inclusive workplace. K2, B4

Explains how diversity impacts on solutions and the principles involved in cultural awareness K23 | Critically evaluate their approaches to stakeholder management and the impact this had on supporting an inclusive workplace. K2, B4 |

Data K13 S8 S11	Explains how they search and use different types of data or information sources during the data lifecycle K13, S8 Outlines how they work in accordance with best practice and organisational requirements when creating and maintaining documentation. S11	None

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass

- merit

- distinction

An independent assessor must individually grade the project with presentation, and questioning and profession discussion underpinned by portfolio in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To gain a merit overall a pass must be achieved in one assessment method and a distinction in the other. To gain a distinction overall a distinction must be achieved in both assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PROJECT WITH PRESENTATION, AND QUESTIONING	PROFESSION DISCUSSION UNDERPINNED BY PORTFOLIO	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 6 weeks to rework and submit the amended report.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The retake and re-sit assessment method only is capped not the overall EPA grade

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments remain independent from the delivery of the EPA

	• pass the certificate to the apprentice upon receipt
EPAO	As a minimum, the EPAO must: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is

updated, and at least once a year

- conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors

- monitor the performance of all their independent assessors and provide additional training where necessary

- develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders

- use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship

- arrange for the EPA to take place in a timely manner, in consultation with the employer

- provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA

- confirm the gateway requirements have been met before they start the EPA for an apprentice

- arrange a suitable venue for the EPA

- maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials

- where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary

- confirm the overall grade awarded

- maintain and apply a policy for conducting appeals

Independent assessor	As a minimum, an independent assessor must:

- be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment

- have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation

- have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan

- understand the apprenticeship's occupational standard and EPA plan

	- attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year - use language in the delivery of the EPA that is appropriate to the level of the apprenticeship - work with other personnel, where used, in the preparation and delivery of assessment methods - conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan - make final grading decisions in line with this EPA plan - record and report assessment outcome decisions - comply with the IQA requirements of the EPAO - comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must: - conform to the requirements of the apprenticeship provider and assessment register - ensure procedures are in place to mitigate against any conflict of interest - work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard - deliver training to the apprentice as outlined in their apprenticeship agreement - monitor the apprentice's progress during any training provider led on-programme learning - ensure the apprentice is prepared for the EPA - work with the employer to select the EPAO - advise the employer, upon request, on the apprentice's readiness for EPA - ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan - remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment

- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration

- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years or significant experience of the occupation or sector

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods

- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- The registration for IT technicians for Associate Member

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 The stages within a solutions lifecycle.	Profession discussion underpinned by portfolio
K2 Stakeholder management techniques and approaches.	Profession discussion underpinned by portfolio
K3 Project management approaches and methodologies.	Project with presentation, and questioning
K4 Principles of solution architecture.	Project with presentation, and questioning
K5 Creative and critical thinking principles to aid in solutions suggestions.	Project with presentation, and questioning
K6 The main components within an IT solution including how hardware and or software components may work together.	Project with presentation, and questioning
K7 The main components of a computer system and their purpose.	Profession discussion underpinned by portfolio
K8 The purpose of an Operating System OS.	Profession discussion underpinned by portfolio
K9 Concepts of cloud, cloud services and cloud storage, including cloud enablement and application e.g. SaaS, PaaS, IaaS.	Profession discussion underpinned by portfolio
K10 Different types of network devices and components.	Profession discussion underpinned by portfolio
K11 The requirements of systems hosting and access.	Profession discussion underpinned by portfolio
K12 Relative merits of different types of configurations for example default and custom.	Profession discussion underpinned by portfolio

K13 The data lifecycle including creation, processing and storage, usage archiving and destruction.	Profession discussion underpinned by portfolio
K14 Emerging technologies, such as Artificial Intelligence and machine learning, the ethical usage of AI tooling and the potential implication for digital activities and solutions.	Profession discussion underpinned by portfolio
K15 Principles of the types of testing, such as functional and non-functional testing, user testing and performance testing, including where testing can be automated where possible.	Project with presentation, and questioning
K16 Significance of test plans.	Project with presentation, and questioning
K17 Principles and importance of change management for example version control.	Project with presentation, and questioning
K18 Organisation and industry legislation, policies and Standards.	Profession discussion underpinned by portfolio
K19 Principles of cyber security and the implication on IT solutions.	Profession discussion underpinned by portfolio
K20 Fundamentals and application of health and safety legislation and policies.	Profession discussion underpinned by portfolio
K21 How their work contributes to Carbon emissions and what steps can be taken to reduce emissions.	Profession discussion underpinned by portfolio
K22 Communication techniques: verbal and written.	Project with presentation, and questioning
K23 Principles of cultural awareness and how diversity impacts on solutions.	Profession discussion underpinned by portfolio

SKILL	ASSESSMENT METHODS
S1 Work at any stage of the solution lifecycle.	Profession discussion underpinned by portfolio
S2 Interpret client requirements.	Project with presentation, and questioning
S3 Prioritise tasks to work within agreed project plans.	Project with presentation, and questioning
S4 Ensure resources are used efficiently and responsibly.	Profession discussion underpinned by portfolio
S5 Design solutions to meet client and business requirements.	Project with presentation, and questioning
S6 Identify technical solutions using creative and critical thinking.	Project with presentation, and questioning
S7 Install hardware or software, either physically or virtually.	Project with presentation, and questioning
S8 Search and use different types of data or information sources.	Profession discussion underpinned by portfolio
S9 Test and evaluate performance, functionality, and usability of solutions to ensure compliance with customer and project requirements.	Project with presentation, and questioning
S10 Deploy and implement solutions, supporting change management practices.	Project with presentation, and questioning
S11 Create and maintain documentation in accordance with best practice and organisational requirements.	Profession discussion underpinned by portfolio
S12	Profession discussion underpinned by portfolio

Support multiple contemporary or legacy solutions to required levels of service.	
S13 Apply organisational policies and legislation in relation to security requirements, privacy, and confidentiality.	Profession discussion underpinned by portfolio
S14 Communicate using a variety of tools and approaches, adapting language for technical and non-technical stakeholders.	Project with presentation, and questioning
S15 Apply continuous professional development CPD to support their own learning, business needs and technical developments.	Profession discussion underpinned by portfolio
BEHAVIOUR	**ASSESSMENT METHODS**
B1 Work independently, taking responsibility and initiative as necessary.	Project with presentation, and questioning
B2 Demonstrate standard business courtesies and professional ethics.	Project with presentation, and questioning
B3 Demonstrate a productive and organised approach to their work.	Project with presentation, and questioning
B4 Work with stakeholders whilst contributing to a supportive and inclusive workplace.	Profession discussion underpinned by portfolio
B5 Take an environmentally sustainable mindset towards solution design and implementation activities ensuring climate change and the move to net carbon zero is a consideration.	Profession discussion underpinned by portfolio
B6 Demonstrate due diligence in all working practices.	Profession discussion underpinned by portfolio

Mapping of KSBs to grade themes

Project with presentation, and questioning

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Plan K3 S2 S3 B3	Project management approaches and methodologies. (K3)	Interpret client requirements. (S2) Prioritise tasks to work within agreed project plans. (S3)	Demonstrate a productive and organised approach to their work. (B3)
Design K4 K5 S5 S6 B1	Principles of solution architecture. (K4) Creative and critical thinking principles to aid in solutions suggestions. (K5)	Design solutions to meet client and business requirements. (S5) Identify technical solutions using creative and critical thinking. (S6)	Work independently, taking responsibility and initiative as necessary. (B1)
Build K6 S7	The main components within an IT solution including how hardware and or software components may work together. (K6)	Install hardware or software, either physically or virtually. (S7)	None
Test K15 K16 S9	Principles of the types of testing, such as functional and non-functional testing, user testing and performance testing, including where testing can be automated where possible. (K15) Significance of test plans. (K16)	Test and evaluate performance, functionality, and usability of solutions to ensure compliance with customer and project requirements. (S9)	None

Deploy K17 S10	Principles and importance of change management for example version control. (K17)	Deploy and implement solutions, supporting change management practices. (S10)	None
Maintain K22 S14 B2	Communication techniques: verbal and written. (K22)	Communicate using a variety of tools and approaches, adapting language for technical and non-technical stakeholders. (S14)	Demonstrate standard business courtesies and professional ethics. (B2)

Profession discussion underpinned by portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Lifecycle K1 S1	The stages within a solutions lifecycle. (K1)	Work at any stage of the solution lifecycle. (S1)	None
Legislation and policies K18 K19 K20 S13	Organisation and industry legislation, policies and Standards. (K18) Principles of cyber security and the implication on IT solutions. (K19) Fundamentals and application of health and safety legislation and policies. (K20)	Apply organisational policies and legislation in relation to security requirements, privacy, and confidentiality. (S13)	None
Sustainability K21 S4 B5	How their work contributes to Carbon emissions and what steps can be taken to reduce emissions. (K21)	Ensure resources are used efficiently and responsibly. (S4)	Take an environmentally sustainable mindset towards solution design and implementation activities ensuring climate change and the move to net carbon zero is a consideration. (B5)
Continuous professional development K14 S15 B6	Emerging technologies, such as Artificial Intelligence and machine learning, the ethical usage of AI tooling and the potential implication for digital activities and solutions. (K14)	Apply continuous professional development CPD to support their own learning, business needs and technical developments. (S15)	Demonstrate due diligence in all working practices. (B6)
Core IT K7 K8 K9 K10 K11 K12 S12	The main components of a	Support multiple contemporary or legacy solutions to	None

	computer system and their purpose. (K7) The purpose of an Operating System OS. (K8) Concepts of cloud, cloud services and cloud storage, including cloud enablement and application e.g. SaaS, PaaS, IaaS. (K9) Different types of network devices and components. (K10) The requirements of systems hosting and access. (K11) Relative merits of different types of configurations for example default and custom. (K12)	required levels of service. (S12)	
Stakeholder engagement K2 K23 B4	Stakeholder management techniques and approaches. (K2) Principles of cultural awareness and how diversity impacts on solutions. (K23)	None	Work with stakeholders whilst contributing to a supportive and inclusive workplace. (B4)
Data K13 S8 S11	The data lifecycle including creation, processing and storage, usage archiving and destruction. (K13)	Search and use different types of data or information sources. (S8) Create and maintain documentation in accordance with best practice and	None

		organisational requirements. (S11)	

Version log

Version	Change detail	Earliest start date	Latest start date
1.1	Occupational standard, end-point assessment and funding band revised	01/01/2025	Not set
1.0	Approved for delivery	18/02/2019	31/12/2024