



DIGITAL SUPPORT TECHNICIAN

Key information

Reference: ST0120

Version: 1.1

Level: 3

Typical duration to gateway: 15 months

Typical EPA period: 3 months

Maximum funding: £13000

Route: Digital

Date updated: 26/08/2022

Approved for delivery: 11 April 2019

Lars code: 439

EQA provider: Ofqual

This apprenticeship has options. This document is currently showing the following option:

All



Contents

1. Introduction and overview
2. EPA summary table
3. Duration of end-point assessment period
4. EPA gateway
5. Order of assessment methods
6. Project Report with presentation, questions and answers
7. Professional Discussion underpinned by a portfolio
8. Grading
9. Overall EPA grading
10. Re-sits and re-takes
11. Roles and responsibilities
12. Reasonable adjustments
13. Internal quality assurance
14. Value for money
15. Professional recognition
16. Mapping of KSBs to assessment methods

17. Mapping of KSBs to grade themes

End-point assessment plan

V1.1

Introduction and overview

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

Digital support technician apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 15 months on-programme (this means in training before the gateway) working towards competence as a digital support technician. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has 2 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - project report with presentation, questions and answers:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a 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

<p>On-programme (typically 15 months)</p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must compile a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a digital support technician • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must achieve all of the qualifications listed in the Digital support technician occupational standard ST0120 relevant to their chosen option.</p> <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by a portfolio the apprentice must submit a Portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment (typically 3 months)</p>	<p>Grades available for each assessment method:</p> <p>Project Report with presentation, questions and answers</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional Discussion underpinned by a portfolio</p> <ul style="list-style-type: none"> • fail

	<ul style="list-style-type: none"> • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction
Professional recognition	<p>This apprenticeship aligns with Register of IT Technicians for Level 3</p> <p>The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.</p>
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: distinction • Re-sit timeframe: typically 1 months • Re-take timeframe: typically 2 months

Duration of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

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

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules
- for the professional discussion underpinned by a portfolio the apprentice must submit Portfolio of evidence

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 this assessment method. It will typically contain **5** 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
- up to 5 multimedia clips (individual duration of 5 minutes max); the apprentice must be verified and where possible identifiable throughout, with a narrative of the actions being taken

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.

The apprentice must submit any policies and procedures as 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 Report with presentation, questions and answers

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 start after the apprentice has gone through the gateway. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship. The EPAO must confirm that it provides the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method has 2 components:

- project with a project output
- presentation with questions and answers

Rationale

This EPA method is being used because it is a holistic assessment method, allowing the apprentice to demonstrate KSBs in an integrated way

- it allows for a range of digital support activities to be demonstrated
- it provides a cost-effective assessment, as it makes use of the apprentice's employer's workplace, equipment and resources, and should contribute to workplace productivity.

Component 1: Project with a project output

Delivery

The project report with presentation, questions and answers 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's project can be based on any of the following:

- a specific problem
- a recurring issue
- an idea or opportunity
- The implementation of new applications or systems.
- Proposed changes to operating procedures.
- System monitoring – common software issues including determining if the issue is caused by the software or user

The EPAO does not need to sign-off each project title before the project starts. The EPAO must instead provide detailed specifications. The specifications must detailing what must be included in the project to allow an apprentice to evidence the KSBs mapped to this assessment method to the highest available grade. The EPAO must include suggested project titles to enable the employer to select a project that will meet the EPA's requirements for their apprentice.

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

The apprentice must start the project after the gateway. They must complete and submit the to the EPAO by the end of weekreport 4 of the EPA period. The employer should ensure the

apprentice has the time and resources, within this period, to plan and complete their project. The apprentice must complete their project and the production of its components unaided.

The apprentice may work as part of a team to complete the project which could include technical internal or external support. However, the project output must be the apprentice's own work and reflective of their own role and contribution. The apprentice and their employer must confirm that the project output(s) is the apprentice's own work when it is submitted.

The report must include at least:

A written report.

The project report has a word count of 1500 words. A tolerance of 10% above or below the word count is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The project report must map, in an appendix, how it evidences the KSBs mapped to this assessment method.

Component 2: Presentation with questions

Delivery

In the presentation with questions the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions following the presentation. This gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

. The presentations must include:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The apprentice must prepare and submit their presentation speaker notes and supporting 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

The independent assessor must have at least 2 weeks to review the project output(s) and presentation speaker notes and supporting materials, to allow them to prepare questions.

The EPAO must give the apprentices at least 2 days notice of the presentation with questions.

The apprentice must deliver their presentation to the independent assessor on a one-to-one basis.

The independent assessor must ask questions after the presentation.

The purpose of the independent assessor's questions will be to explore elements of the project report and presentation to test competence in the KSBs mapped to this assessment method.

The presentation and questions must last 45 minutes. This will typically include a presentation of 15 minutes and questioning lasting 30 minutes. The independent assessor can increase the total 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 independent assessor must ask at least 8 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 independent assessor must use the full time available for questioning. The independent assessor must make the grading decision. The project components must be assessed holistically by the independent assessor when they are deciding the grade.

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

- the KSBs demonstrated in the report and presentation
- the apprentice's answers to questions
- the KSBs demonstrated in 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). The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questioning 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 should maintain the security and confidentiality of EPA materials when consulting 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.

EPAO must produce the following materials to support the project report with presentation, questions and answers:

- 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, training, and moderation.

Professional Discussion underpinned by a 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 their competency across the KSBs as shown in the mapping.

Rationale

This EPA method is being used because it allows for assessment of KSBs that do not occur on a predictable or regular basis

- it is cost effective, as it can be conducted remotely to reduce travelling time
- it enables assessment of an in-depth understanding of the KSBs
- it can draw upon the portfolio of evidence and can effectively determine the authenticity of that supporting evidence
- it can effectively assess those skills and behaviours that require probing questions to explore the reasons for the apprentice's ideas or actions
- it can be recorded to aid moderation and internal/external quality assurance.

Delivery

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

The purpose of the independent assessor's questions will be to explore the apprentice's competence across a range of KSB statements through the use of portfolio evidence to illustrate their responses.

The EPAO must give an apprentice 14 days notice of the professional discussion. The independent assessor must have at least 2 week(s) to review the supporting documentation.

Apprentices must have access to their during the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their , however the is not directly assessed.

The professional discussion may typically 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.

For the professional discussion, the independent assessor must ask at least 12 questions. Follow-up questions are allowed. 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. The professional discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the professional discussion.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

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

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the professional discussion underpinned by a 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 employer

Grading

Project Report with presentation, questions and answers

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
(Core) Data Management K5 S2	<p>Describes the concepts and fundamentals of data (K5)</p> <p>Uses data accurately and securely to meet business requirements and in line with organisational procedures and legislation (S2)</p>	<p>Evaluates the impact of maintaining data accuracy and security on the organisation (K5, S2)</p>
(Core) Working Safely and Securely (Cyber - Security) S11	<p>Uses digital technologies to maintain system security (S11)</p>	<p>Evaluates the organisation's policies to demonstrate how system security is maintained and protects the organisation (S11)</p>
(Core) Digital Services Support K6 S4 B3	<p>Demonstrates valid support and/or responses to enquiries using selected digital channels in line with organisational protocols (S4)</p> <p>Interacts with stakeholders in a calm and logical manner in accordance with guidelines set out by the organisational code of conduct (B3)</p> <p>Explains the key principles and processes for diagnosing stakeholder's digital problems. (K6)</p>	<p>Appraises their support or response given to enquiries and if relevant their selection of digital channel by reference to alternative courses of action that were available to them (S4)</p>
(Core) Business and Decision making K2 K9 K16 S8 B1	<p>Outlines their organisations digital presence, how it is maintained, what products are used and how relevant brands are represented and safeguarded (K9)</p> <p>Explains how they establish an approach to work tasks which</p>	<p>Evaluates the impact of their activity project on their organisation's digital presence and/or brand (K9)</p> <p>Evaluates the impact on the organisation of using of risk assessment strategies to make</p>

	<p>reflects (their) independent initiative and a responsibility to maintain a productive and professional working environment in line with the policies/code of conduct set out by the company/organisation (B1)</p> <p>Describes their own organisation's digital architecture (K2)</p> <p>Applies organisational risk assessment strategies in the activity when dealing with stakeholders to make decisions (within a help desk environment (K16 S8)</p>	<p>decisions which influence project outcomes (K16 S8)</p>
<p>(Applications Support) Digital implementation (Applications Support) K20 S12 S15</p>	<p>Demonstrates how they support digital operations and/or digital change and transformation (S12)</p> <p>Explains how organisations incorporate different digital applications across different business functions and the implications for their stakeholders. (K20)</p> <p>Summarises how they monitor data to analyse systems use and provide insights to recommend use or applications developments (S15)</p>	<p>Evaluates the improvements digital applications have made to business functions (K20, S12, S15)</p>
<p>(Applications Support) Application Problem Solving (Applications</p>	<p>Explains how they support stakeholders of common productivity software applications used to create, update, edit, manage, and present data and information. (K17)</p>	<p>N/A</p>

Support) K17 S13	Investigates application problems and enables resolution to maintain productivity and improve quality of service (S13)	
(Applications Support) Productivity (Applications Support) K18	Describes the features and benefits of digital information systems and how these are used to maintain application support (K18)	N/A
(Technical Support) Information and Products Service (Technical Support) S16	Supports customers in the use of information, products and services through digital channels (S16)	Analyses trends which stakeholders use to identify a common theme or issue and recommends solutions to minimise the impact. (S16)
(Technical Support) Technical Problem Solving (Technical Support) K22 S17	Explains the components of databases and their use in digital support activities (K22) Explains how they diagnose technical problems by identifying and applying tools and techniques to undertake fault-finding, recording and rectification (S17)	N/A
(Technical Support) System Support (Technical Support) K23 K24 S18	Describes stakeholder's system configurations and how they impact on providing technical support. (K23) Explains the importance and security implications of updating and maintaining stakeholder's systems. (K24) Demonstrates how they maintain end-user systems physically or	N/A

	remotely. For example: software, hardware or operating system (S18)	
--	---	--

Professional Discussion underpinned by a 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
(Core) Digital Technologies K1 S1 B2 B4	<p>Describes the use of a range of digital technologies to share information and best practice with co-workers, team members and external stakeholders (S1)</p> <p>Explains their approach to using digital office automation technologies using their initiative to get the job done (K1 B2 B4)</p>	Evaluates the use of digital office automation technologies to the organisation (K1, B2, B4)
(Core) Digital and Information Security K3 K4 K8 S3	<p>Explains the importance of backing up data securely and the technologies that support it (K3)</p> <p>Describes how to apply data security processes and procedures and comply with current legislation for the secure handling of data. (K4)</p> <p>Summarises the approaches to risk mitigation for data loss including confidentiality, integrity and availability. (K8)</p> <p>Explains how they apply information security principles, for example: information transfer; deletion; storage; usage and communications that may include using mobile devices (S3)</p>	Evaluates the application of security measures to mitigate and protect data integrity, during transfer, storage and sharing (K4, S3)
(Core) Digital Information	Explains what is meant by a helpdesk system, how to use it for	Outlines the impact of their use of digital information systems on the

<p>Management Systems K7 S5</p>	<p>accessing and maintaining stakeholder information and the contribution of helpdesk systems to the organisation's performance and customer service. (K7)</p> <p>Describes how they operate digital information systems for example:</p> <ul style="list-style-type: none"> • management, finance or human resources systems • other bespoke departmental or organisational systems or databases (S5) 	<p>organisation's performance (K7,S5)</p>
<p>(Core) Communication K10 K11 S6</p>	<p>Describes how they communicate through a variety of different channels using terminology appropriate to the audience (K10, S6)</p> <p>Explains the constraints of searching the internet and accessing information securely by reference to</p> <p>currency; relevance; authority; accuracy; purpose (CRAAP) (K11)</p>	<p>N/A</p>
<p>(Core) Digital Learning K12 K15 S7</p>	<p>Describes planning and organising their own learning to maintain and develop digital skills relevant to their role' (S7, K12)</p> <p>Summarises current and emerging digital technologies and the possible implications for their work including the impacts of climate change, sustainability and the move to net carbon zero. (K15)</p>	<p>N/A</p>

<p>(Core) Continuous Improvement K14 S9 B5</p>	<p>Summarises the need for continuous improvement with the application and use of digital technologies and the benefits (K14)</p> <p>Explains how they use digital systems to identify productivity and performance improvements including the consideration of sustainable approaches (S9, B5)</p>	<p>N/A</p>
<p>(Core) Teamwork K13 S10</p>	<p>Outlines the organisational approaches to time management and prioritisation (K13)</p> <p>Describes the use of digital technologies to operate effectively within a team and enable the sharing of information and best practice (S10)</p>	<p>Evaluates the importance and impact of their work on other team members (K13,S10)</p>
<p>(Applications Support) Application Skills Support (Applications Support) K19 K21 S14</p>	<p>Explains working practices for productive use and administration of stakeholder's applications. (K19)</p> <p>Describes how they coach and guide stakeholders to develop their applications skills to use digital systems effectively (K21, S14)</p>	<p>Evaluates the impact of the coaching and guidance provided to stakeholders (K21,S14)</p>

(Technical Support) Technical Support and Guidance (Technical Support) K25 K26 S19	Explains how they identify, minimise and communicate the impact of required technical procedures. (K25) Explains how they train and support stakeholders to make the best use of the organisation's digital system. (K26) Describes how they provide and direct end-users to tools and resource to help them to resolve their problem (S19)	Evaluates their selection of tools or actions taken to resolve customer problems (S19)
---	---	--

Overall EPA grading

The EPA methods contribute equally to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- merit
- distinction

Independent assessors must individually grade the: project report with presentation, questions and answers and professional discussion underpinned by a portfolio according to the requirements set out in this EPA plan.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. In order to achieve an overall EPA 'merit', apprentices must achieve a pass in any one assessment method and a distinction in the other assessment method. In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in both assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

PROJECT REPORT WITH PRESENTATION, QUESTIONS AND ANSWERS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO	OVERALL GRADING
Fail	Fail	Fail
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

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the 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.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 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 2 months of the EPA outcome notification.

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

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

An apprentice will get a maximum EPA grade of distinction for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational 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 • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • 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 occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing 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 the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders

	<ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan

	<ul style="list-style-type: none"> • make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • 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 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.

Internal quality assurance

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector

- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

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
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for registration as a:

Level 3 with Register of IT Technicians

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1: Core. Digital office automation technologies; • how to use them to create, update, edit, manage, and present data• the organisation’s use of templates and their best working practice• how these tools can be used to collaborate with others</p>	Professional Discussion underpinned by a portfolio
<p>K2: Core. Types of digital architecture and how it relates to their organisation;• physical storage versus cloud• role of operating systems and servers</p>	Project Report with presentation, questions and answers
<p>K3: Core. The importance of backing up data securely and the technologies that support it.</p>	Professional Discussion underpinned by a portfolio
<p>K4: Core. The principles, processes and procedures for the secure handling of data in compliance with legislation.</p>	Professional Discussion underpinned by a portfolio
<p>K5: Core. The concepts and fundamentals of data;• searching, storing, integrating, and organising data• how organisations use various types of data• the key features and functions of information systems• data formats and their importance for analysis• data entry and maintenance</p>	Project Report with presentation, questions and answers
<p>K6: Core. The key principles and processes for diagnosing stakeholder’s digital problems.</p>	Project Report with presentation, questions and answers
<p>K7: Core. Principles of a helpdesk system, including accessing and maintaining stakeholder information and the contribution of helpdesk system to the organisations performance and customer service.</p>	Professional Discussion underpinned by a portfolio
<p>K8: Core. Approaches to risk mitigation for data loss including confidentiality, integrity and availability</p>	Professional Discussion underpinned by a portfolio
<p>K9: Core. Significance of an organisation’s digital presence;• how this is maintained and what products are used• how the brand is represented and safeguarded</p>	Project Report with presentation, questions and answers

<p>K10: Core. Approaches to a range of communication channels and how to adapt to different audiences and situations.</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>K11: Core. The principles and constraints of searching the internet and accessing information securely • Currency- Relevance- Authority- Accuracy- Purpose</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>K12: Core. Approaches to planning and organising own learning activities to maintain and develop digital skills (CPD).</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>K13: Core. Approaches to effective time management and prioritisation</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>K14: Core. Principles of continuous improvement within the context of the application and use of digital technologies and the benefits</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>K15: Core. Current and emerging digital technologies and the possible implications for work on a support desk including the impacts of digital technologies for climate change, sustainability and moving to net carbon zero</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>K16: Core. Approaches to assessing the impact of their actions on other stakeholders within a support desk environment</p>	<p>Project Report with presentation, questions and answers</p>
<p>K17: Digital Applications Technician (DAT) . Principles of productivity software applications used to create, update, edit, manage, and present data and information including how to support stakeholders in their use.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K18: Digital Applications Technician (DAT) . The features and benefits of digital information systems and how these are used to maintain application support.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K19: Digital Applications Technician (DAT) . Working practices for the productive use and administration of stakeholder's applications.</p>	<p>Professional Discussion underpinned by a portfolio</p>

<p>K20: Digital Applications Technician (DAT) . Organisational approaches to incorporating different digital applications across business functions and the implications for their stakeholders.</p>	Project Report with presentation, questions and answers
<p>K21: Digital Applications Technician (DAT) . Approaches to the training and support of stakeholders to make the best use of the organisation's applications.</p>	Professional Discussion underpinned by a portfolio
<p>K22: Digital Service Technician (DST) . The components of databases and their use</p>	Project Report with presentation, questions and answers
<p>K23: Digital Service Technician (DST) . Approaches to stakeholder system configurations and how this impacts on providing technical support</p>	Project Report with presentation, questions and answers
<p>K24: Digital Service Technician (DST) . The importance and security implications of updating and maintaining stakeholders systems.</p>	Project Report with presentation, questions and answers
<p>K25: Digital Service Technician (DST) . Approaches to minimising and communicating the impact of required technical procedures.</p>	Professional Discussion underpinned by a portfolio
<p>K26: Digital Service Technician (DST) . Approaches to the training and support of stakeholders to make the best use of the organisation's digital systems.</p>	Professional Discussion underpinned by a portfolio

SKILL	ASSESSMENT METHODS
<p>S1: Core. Use digital technologies, including collaborative tools, to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice.</p>	Professional Discussion underpinned by a portfolio
<p>S2: Core. Use data accurately and securely to meet business requirements and in line with organisational procedures and legislation.</p>	Project Report with presentation, questions and answers
<p>S3: Core. Apply information security principles, for example: information transfer, deletion, storage, usage and communications that may include using mobile devices.</p>	Professional Discussion underpinned by a portfolio
<p>S4: Core. Provide an appropriate and effective response to enquiries, providing support and information utilising digital channels and in line with organisation protocols</p>	Project Report with presentation, questions and answers
<p>S5: Core. Operate digital information systems, for example• Management-Finance Human Resources• Bespoke departmental or organisational systems or databases</p>	Professional Discussion underpinned by a portfolio
<p>S6: Core. Communicate effectively through a variety of different channels using terminology appropriate to the audience</p>	Professional Discussion underpinned by a portfolio
<p>S7: Core. Use digital resources to extend own knowledge and skills relevant to their role</p>	Professional Discussion underpinned by a portfolio
<p>S8: Core. Risk assess the organisational impact of decisions that they take</p>	Project Report with presentation, questions and answers
<p>S9: Core. Use digital systems to identify productivity and performance improvements</p>	Professional Discussion underpinned by a portfolio
<p>S10: Core. Use digital technologies to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice</p>	Professional Discussion underpinned by a portfolio

S11: Core. Maintain system security in line with organisational policies.	Project Report with presentation, questions and answers
S12: Digital Applications Technician (DAT) . Support digital operations or digital change and transformation activities.	Project Report with presentation, questions and answers
S13: Digital Applications Technician (DAT) . Investigate application problems and enable resolution to maintain productivity and improve quality of service.	Project Report with presentation, questions and answers
S14: Digital Applications Technician (DAT) . Coach and guide stakeholders to develop their applications skills to use digital systems effectively.	Professional Discussion underpinned by a portfolio
S15: Digital Applications Technician (DAT) . Monitor data to analyse systems use and provide insights to recommend use or applications developments.	Project Report with presentation, questions and answers
S16: Digital Service Technician (DST) . Support customers in the use of information, products and services through digital channels.	Project Report with presentation, questions and answers
S17: Digital Service Technician (DST) . Diagnoses technical problems by identifying and applying tools and techniques to undertake fault finding, recording and rectification.	Project Report with presentation, questions and answers
S18: Digital Service Technician (DST) . Maintain end-user systems physically or remotely. For example: software, hardware or operating systems	Project Report with presentation, questions and answers
S19: Digital Service Technician (DST) . Provide and direct end-users to tools and resources to help them to resolve their digital problems.	Professional Discussion underpinned by a portfolio

BEHAVIOUR	ASSESSMENT METHODS
<p>B1: Core. Work independently and take responsibility to maintain productive and professional working environment with secure working practices.</p>	<p>Project Report with presentation, questions and answers</p>
<p>B2: Core. Use own initiative when implementing digital technologies and finding solutions to stakeholder's problems.</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>B3: Core. Professional approach to dealing with stakeholder's problems.</p>	<p>Project Report with presentation, questions and answers</p>
<p>B4: Core. Self-motivated for example: takes responsibility to complete the job.</p>	<p>Professional Discussion underpinned by a portfolio</p>
<p>B5: Core. Takes a sustainable mindset towards digital support activities ensuring climate change and the move to net carbon zero by 2050 is a consideration</p>	<p>Professional Discussion underpinned by a portfolio</p>

Mapping of KSBs to grade themes

Project Report with presentation, questions and answers - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Data Management K5 S2	the concepts and fundamentals of data;• searching, storing, integrating, and organising data• how organisations use various types of data• the key features and functions of information systems• data formats and their importance for analysis• data entry and maintenance (K5)	use data accurately and securely to meet business requirements and in line with organisational procedures and legislation. (S2)	N/A
(Core) Working Safely and Securely (Cyber -Security) S11	N/A	maintain system security in line with organisational policies. (S11)	N/A
(Core) Digital Services Support K6 S4 B3	the key principles and processes for diagnosing stakeholder's digital problems. (K6)	provide an appropriate and effective response to enquiries, providing support and information utilising digital channels and in line with organisation protocols (S4)	professional approach to dealing with stakeholder's problems. (B3)
(Core) Business and Decision making K2 K9 K16 S8 B1	types of digital architecture and how it relates to their organisation;• physical storage versus cloud• role of operating systems and servers (K2)	risk assess the organisational impact of decisions that they take (S8)	work independently and take responsibility to maintain productive and professional working environment with secure working practices. (B1)

	<p>significance of an organisation's digital presence;· how this is maintained and what products are used· how the brand is represented and safeguarded (K9)</p> <p>approaches to assessing the impact of their actions on other stakeholders within a support desk environment (K16)</p>		
<p>(Applications Support) Digital implementation (Applications Support) K20 S12 S15</p>	<p>organisational approaches to incorporating different digital applications across business functions and the implications for their stakeholders. (K20)</p>	<p>support digital operations or digital change and transformation activities. (S12)</p> <p>monitor data to analyse systems use and provide insights to recommend use or applications developments. (S15)</p>	N/A
<p>(Applications Support) Application Problem Solving (Applications Support) K17 S13</p>	<p>principles of productivity software applications used to create, update, edit, manage, and present data and information including how to support stakeholders in their use. (K17)</p>	<p>investigate application problems and enable resolution to maintain productivity and improve quality of service. (S13)</p>	N/A
<p>(Applications Support) Productivity (Applications Support)</p>	<p>the features and benefits of digital information systems and how these are used to maintain</p>	N/A	N/A

K18	application support. (K18)		
(Technical Support) Information and Products Service (Technical Support) S16	N/A	support customers in the use of information, products and services through digital channels. (S16)	N/A
(Technical Support) Technical Problem Solving (Technical Support) K22 S17	the components of databases and their use (K22)	diagnoses technical problems by identifying and applying tools and techniques to undertake fault finding, recording and rectification. (S17)	N/A
(Technical Support) System Support (Technical Support) K23 K24 S18	approaches to stakeholder system configurations and how this impacts on providing technical support (K23) the importance and security implications of updating and maintaining stakeholders systems. (K24)	maintain end-user systems physically or remotely. For example: software, hardware or operating systems (S18)	N/A

Professional Discussion underpinned by a portfolio - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Digital Technologies K1 S1 B2 B4	digital office automation technologies; • how to use them to create, update, edit, manage, and present data• the organisation's use of templates and their best working practice• how these tools can be used to collaborate with others (K1)	use digital technologies, including collaborative tools, to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice. (S1)	use own initiative when implementing digital technologies and finding solutions to stakeholder's problems. (B2) self-motivated for example: takes responsibility to complete the job. (B4)
(Core) Digital and Information Security K3 K4 K8 S3	the importance of backing up data securely and the technologies that support it. (K3) the principles, processes and procedures for the secure handling of data in compliance with legislation. (K4) approaches to risk mitigation for data loss including confidentiality, integrity and availability (K8)	apply information security principles, for example: information transfer, deletion, storage, usage and communications that may include using mobile devices. (S3)	N/A
(Core) Digital Information Management Systems K7 S5	principles of a helpdesk system, including accessing and maintaining stakeholder information and the contribution of helpdesk system to the organisations performance and	operate digital information systems, for example• Management-Finance Human Resources• Bespoke departmental or organisational systems or databases (S5)	N/A

	customer service. (K7)		
(Core) Communication K10 K11 S6	<p>approaches to a range of communication channels and how to adapt to different audiences and situations. (K10)</p> <p>the principles and constraints of searching the internet and accessing information securely</p> <ul style="list-style-type: none"> • Currency- Relevance- Authority- Accuracy- Purpose (K11) 	communicate effectively through a variety of different channels using terminology appropriate to the audience (S6)	N/A
(Core) Digital Learning K12 K15 S7	<p>approaches to planning and organising own learning activities to maintain and develop digital skills (CPD). (K12)</p> <p>current and emerging digital technologies and the possible implications for work on a support desk including the impacts of digital technologies for climate change, sustainability and moving to net carbon zero (K15)</p>	use digital resources to extend own knowledge and skills relevant to their role (S7)	N/A
(Core) Continuous Improvement K14	principles of continuous improvement within the context of the application and use	use digital systems to identify productivity and performance improvements (S9)	takes a sustainable mindset towards digital support activities ensuring climate change and

S9 B5	of digital technologies and the benefits (K14)		the move to net carbon zero by 2050 is a consideration (B5)
(Core) Teamwork K13 S10	approaches to effective time management and prioritisation (K13)	use digital technologies to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice (S10)	N/A
(Applications Support) Application Skills Support (Applications Support) K19 K21 S14	working practices for the productive use and administration of stakeholder's applications. (K19) approaches to the training and support of stakeholders to make the best use of the organisation's applications. (K21)	coach and guide stakeholders to develop their applications skills to use digital systems effectively. (S14)	N/A
(Technical Support) Technical Support and Guidance (Technical Support) K25 K26 S19	approaches to minimising and communicating the impact of required technical procedures. (K25) approaches to the training and support of stakeholders to make the best use of the organisation's digital systems. (K26)	provide and direct end-users to tools and resources to help them to resolve their digital problems. (S19)	N/A

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	Standard, end-point assessment plan and funding revised	01/08/2022	Not set	Not set
1.0	Approved for delivery	11/04/2019	31/07/2022	Not set

Crown copyright 2023 You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence.