

Digital Support Technician

Level 3 Apprenticeship

End-point Assessment Plan

ST0120/01

Digital Support Technician

End-point Assessment Plan

Contents

1	Introduction and Overview	3
2	The End-Point Assessment Gateway	4
3	The Assessment Journey	6
4	End-point Assessment Methods	8
5	The Knowledge Test	13
6	The Synoptic Test	14
7	Grading	19
8	Resits and Retakes	21
9	Professional Body Recognition	21
10	Internal Quality Assurance	21
11	External Quality Assurance	23
12	Affordability	23
13	Volumes	23
Annexes: Grade Descriptors		
	1 Pass Descriptors for the Knowledge Test	25
	2 Grade Descriptors for the Synoptic Test	30

1. INTRODUCTION AND OVERVIEW

This plan sets out the requirements for end-point assessment (EPA) for the Digital Support Technician Standard. It is written for end-point assessment organisations, training providers and employers who need to know how end-point assessment for this apprenticeship must operate.

Full-time apprentices will typically spend 15 months on-programme working towards the apprenticeship Standard, with a minimum of 20% off-the-job training.

End-point assessment should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the Standard; that the pre-requisite gateway requirements for end-point assessment have been met; and that they can be evidenced to an end-point assessment organisation.

All assessment methods must be successfully completed within three months after the Gateway.

End-point assessment must be conducted by an organisation approved to offer end-point assessment services against this Standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-Point Assessment Organisations.

End-point assessment tests all the knowledge, skills and behaviours on the Standard.

The Digital Support Technician is a core and options standard. All apprentices must take the assessment of the core content and then either the Digital Applications option content or the Digital Support option content. Throughout this plan this is illustrated as follows

Core
Digital Applications Option
Digital Support Option

The end-point assessment is based on two distinct assessment methods

- Knowledge Test – comprised of four Units each based on multiple-choice questions – assessing underpinning knowledge and understanding as defined in Table 1
- a Synoptic Test – comprised of two parts: a project giving the apprentice the opportunity to undertake a business-related project away from the day to day workplace, followed by a structured interview with an independent assessor - assessing the knowledge, skills and behaviours (as defined in Table 1) demonstrated in the project as well as drawing on those demonstrated in their portfolio.

Both of these methods must be passed for the apprenticeship to be passed.

The Knowledge Test is pass/fail (where each of the four units has to be passed to achieve a pass).

The Synoptic Project is pass/fail/merit and distinction.

The overall apprenticeship is pass/fail/merit and distinction.

The end-point assessor will determine the overall apprenticeship grade of fail, pass, merit or distinction see Section 7 for details of grading.

The approach is illustrated in the diagrams on pages 6 and 7 and then described in detail in the rest of the plan.

2. THE END-POINT ASSESSMENT GATEWAY

The employer, in consultation with the training provider, will determine when the apprentice is ready for end-point assessment. This will include

- confirmation that Level 2 maths and English have been achieved, before or during the apprenticeship;
- confirmation that the employer believes that the apprentice is ready for end-point assessment as they have demonstrated the application of all the knowledge, skills and behaviours on the Standard; and
- confirmation that the apprentice has produced a portfolio.

The Portfolio

The portfolio must be submitted to the EPAO once registered for gateway and prior to selecting the synoptic project.

The portfolio presents evidence from real-work projects and is used to inform the interview (as part of the Synoptic Test). It is produced towards the end of the apprenticeship and before the Gateway. It contains evidence from projects that have been completed, usually towards the end of the apprenticeship. It will showcase their very best work, enabling them to demonstrate in the interview how they have applied the knowledge, skills and behaviours (linked to the Synoptic Test – see Table 1 - in a real-work environment to achieve real-work objectives. The portfolio is not evidence that the learning has taken place, but is evidence that the apprentice has applied the knowledge, skills and behaviours in the Standard being assessed by the Synoptic Test.

The evidence contained in the portfolio will comprise evidence from the work place which, taken together, cover all the knowledge, skills and behaviours being assessed by the synoptic test (see Table 1).

Employers, with support from the training provider, will assist the apprentice to assemble their portfolio to ensure that the portfolio is complete, and has been done to a satisfactory standard.

The portfolio can be in any format, as long as it can be uploaded electronically to the chosen EPAO. It must include

- a list of contents and a map of contents against the required knowledge, skills and behaviours;
- a brief introduction/commentary by the apprentice, produced towards the end of their apprenticeship and highlighting, where appropriate, anything they would do differently;

- evidence from real work projects/pieces of work which between them illustrate the KSBs that will be discussed in the interview as defined in Table 1;
- a one to two- page testimonial from the employer, relating particularly to behaviours shown in the workplace that are being tested by the synoptic test defined in Table 1;
- a signed statement from the employer and training provider confirming this as being the apprentice's own work and confirming that, in their view, the work demonstrates competence against the Standard; and
- a signed statement from the apprentice confirming this as their own work.

Evidence can be submitted in a variety of appropriate and authentic formats, for example.

- Text, graphics, presentations, spreadsheets, project plans;
- The product itself;
- Job sheets, case studies, screen dumps, links;
- Photographs;
- Audio; or
- Video.

Note: where the evidence of the real work cannot be submitted for security or confidentiality reasons then other evidence to demonstrate this real work may be submitted.

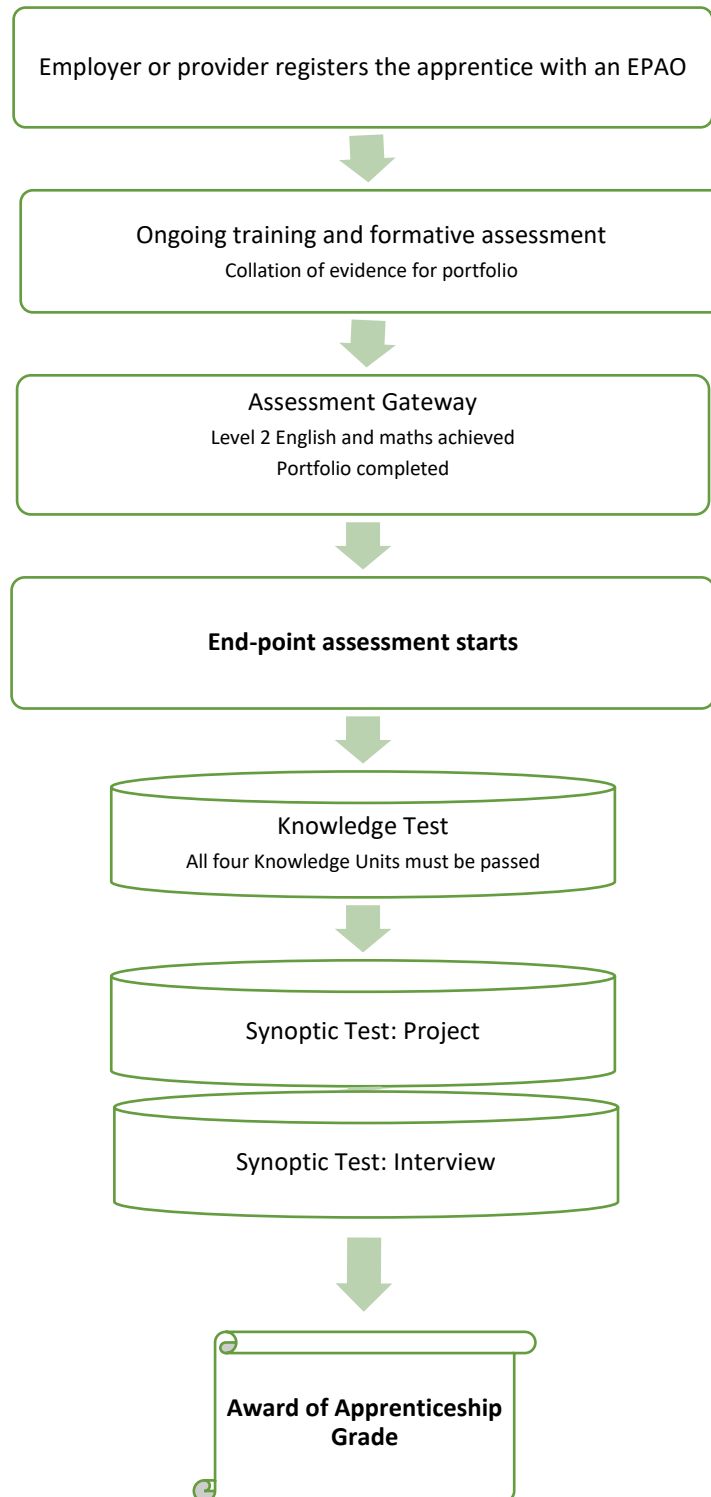
The evidence can be supplemented with the following

- Performance reports;
- Expert witness testimony; and
- Customer feedback.

Note that reflective accounts or self-evaluation by the apprentice cannot be included as evidence.

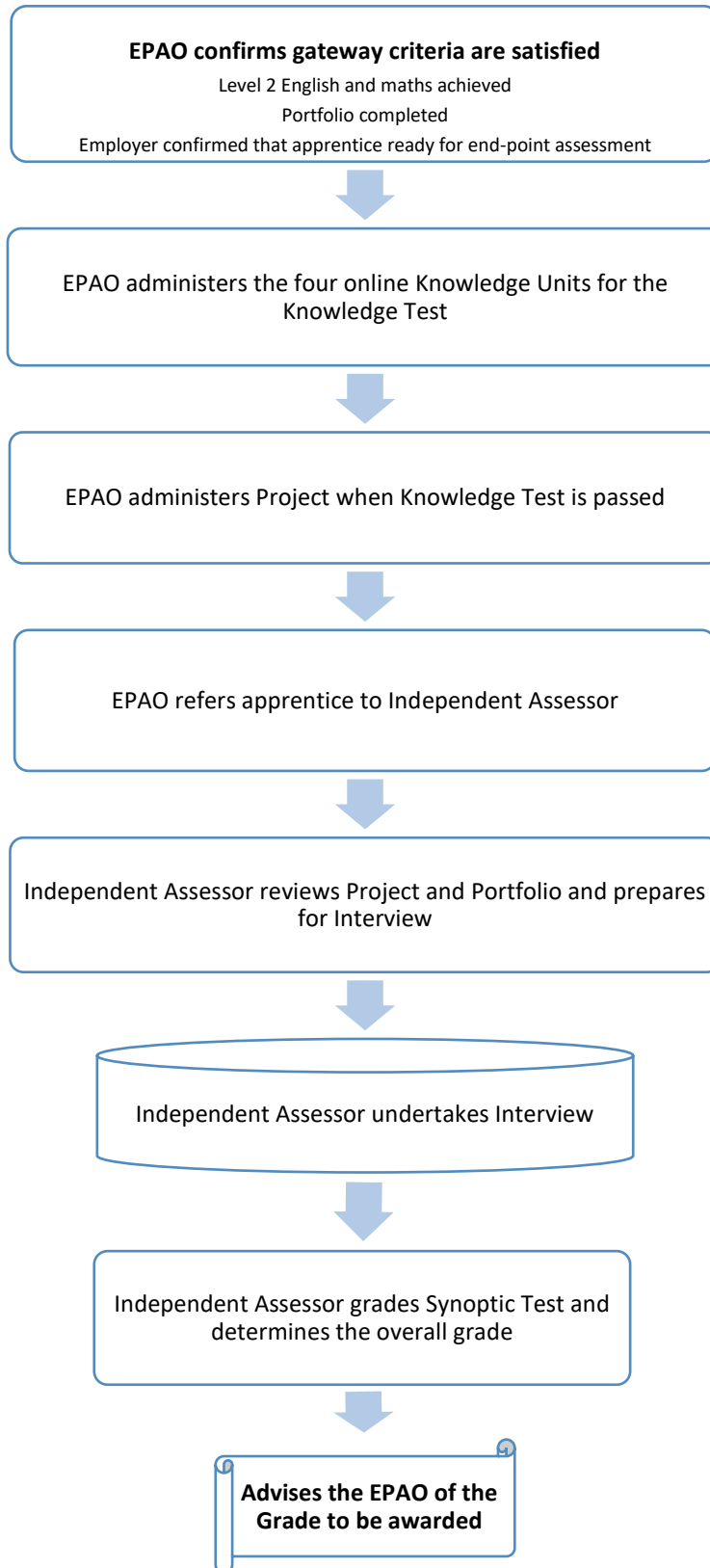
3. THE ASSESSMENT JOURNEY

The Apprentice's Journey



The Knowledge Test needs to be achieved before the Synoptic Test, to avoid incurring the cost of the Synoptic Test in cases where the apprentice does not pass the Knowledge Test

The Assessment Journey for the Assessor



4. END POINT ASSESSMENT METHODS

Overview of End-Point Assessment Methods

The following table sets out what is assessed through each of the two distinct assessment methods, and the grade that can be achieved in each method.

Assessment Method	Areas Assessed	Assessed by	Possible Grades
Knowledge Test	The apprentice undertakes four on-line tests against the defined knowledge statements (as set out in Table 1).	Electronic marking and assessment by an EPAO on the Register of End-Point Assessment Organisation.	Fail Pass
Synoptic Test	<p>The apprentice undertakes a pre-defined project to assess against the defined set of knowledge, skills and behaviours (as set out in Table 1). The project is undertaken in a controlled environment.</p> <p>An independent assessor then interviews the apprentice to assess how they have applied the knowledge, skills and behaviours (as set out in Table 1) in the project and to explore how these have been demonstrated in the workplace based on a discussion of the evidence presented in the portfolio.</p>	Independent assessor from the same End-Point Assessment Organisation.	Fail Pass Merit Distinction

End-Point Assessment Organisations must make reasonable adjustments to the assessment methods as required.

What is assessed in each assessment method

The following table shows each statement in the Standard; shows which assessment method(s) test it; and which of the grading criteria (see section 7 and annexes 1-23) it contributes to.

Table 1: KSBs to be assessed in each assessment method

Requirements from the Standard	Assessed in the Knowledge Test KU – Knowledge Unit (see table 2, page 13)	Assessed in the Synoptic Test
CORE Technical Skills		
Digital technologies: uses a range of digital office technologies, including collaborative tools, appropriately for internal and external communications, including, for example, office suites, conferencing facilities and mass email tools; survey tools; social media tools for business; SMS; live chat and video chat; web conferencing to support the delivery of services and to share information with customers and colleagues		Yes Project and Interview
Data management: uses data systems effectively, appropriately and securely to meet business requirements and in line with organisational procedures and legislation		Yes Interview
Digital security: applies information security principles to information transfer, deletion, storage, usage and communications – using mobile devices where appropriate		Yes Project and Interview
Digital services support: responds appropriately and effectively to internal or external enquiries; providing support and information using utilising digital channels where appropriate and responding according to organisation protocols		Yes Project and Interview
Digital Information Management Systems: operates a range of digital information systems and tools to maintain information and to support service delivery, whether Client Management Systems (CMS), Customer Relationship Management systems (CRM), finance or human systems or other bespoke digital systems or databases. This includes searching, storing, integrating and organising data; data entry and maintenance; data modelling; relationship modelling and data analysis to identify trends and insights		Yes Interview
Communication: communicates effectively in writing, verbally and face to face appropriately through different digital channels, including e mail, telephone and collaborative technologies, including digital specialists and others, using technical terminology and non-technical terminology as appropriate, whether for internal or external communication.		Yes Interview
Digital learning: studies using digital resources to extend knowledge and skills in the use of new digital systems or features and other skills		Yes Interview
Organisational policies and standards: operates in line with organisational polices, standards, legislation, professional ethics, privacy and confidentiality and knows where to source these and when and how to escalate any issues		Yes Interview
Thinking skills: thinks logically and creatively to resolve digital problems		Yes Project and Interview
Business and decision-making skills: demonstrates an understanding of the organisational impact of decisions that they take		Yes

		Project and Interview
Continuous improvement: effectively uses complex management information systems to drive productivity and performance of self and department, whilst proactively looking for ways to develop digital systems and processes to drive efficiency		Yes Interview
Teamwork: competently uses digital technologies to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice		Yes Interview
Work environment maintains a productive, professional and secure working environment		Yes Interview
OPTION ONE Digital Application Technician Technical Skills		
Digital Technologies: applies sophisticated digital technologies effectively to achieve objectives		Yes Interview
Information Systems: monitors and operates complex information systems		Yes Interview
Digital Implementation: supports digital operations and/or digital change and transformation by championing and demonstrating best practices		Yes Interview
Digital problem solving: identifies and resolves digital problems independently for self and colleagues to maintain productivity and improve quality of service		Yes Interview
Digital Skills Support: coaches and guides less experienced colleagues to develop their digital skills and to use digital systems effectively		Yes Interview
Productivity software: uses a range of digital applications appropriate to the role to create, update, edit, manage, analyse and present data and information		Yes Interview
Working with colleagues: works with internal colleagues across the organisation – whether digital specialists or otherwise		Yes Interview
OPTION TWO Digital Service Technician Technical Skills		
Customer service: helps customers and clients register for and access information, products and services through online digital channels and represents the organisations brand through digital channels		Yes Interview
Digital problem solving: diagnoses and resolves customers and client's problems with accessing and using digital technologies and applies the organisation's diagnostic processes for fault finding escalating and reporting problems with the digital technologies, using content management systems as appropriate		Yes Interview
Software applications and operating systems: installs and configures software on to end-user devices, including operating systems and applications and demonstrates deployment of software applications and operating systems remotely		Yes Interview
Multi-tasking: applies excellent multi-tasking capability to be able to capture information at a conversational pace whilst navigating numerous systems.		Yes Interview
Customer service: takes responsibility for customer service and uses diagnostic tools and digital systems to manage external end-user dissatisfaction through to resolution		Yes Interview

Business skills: demonstrates first point resolution whilst balancing customer and business needs to secure the appropriate solution		Yes Interview
Working with customers: works with a very wide range of customers and external users – from a wide variety of backgrounds, with a wide variety of needs and with a wide variety of digital competence, including dealing with difficult and challenging situations		Yes Interview
CORE Technical Knowledge and Understanding		
Understands the most common digital office technologies, including collaborative tools, that are used by organisations for internal and external communications and best working practices	KU2	
Understands modern digital infrastructure including computer systems fundamentals including physical, virtual and cloud; physical systems including hardware peripherals; operating software and software devices; servers; the internet of things; networking fundamentals; virtualizing technologies and cloud	KU2	
Understands the importance of and the technologies for backing up data securely.	KU1	
Understands how to apply the processes and procedures for the secure handling of data	KU1	Yes Project and Interview
Understands the concepts and fundamentals of data, including searching, storing, integrating and organizing 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, visualization and presentation of data; data modeling; relationship modelling and data analysis to identify trends and insights	KU2	Yes Project and interview
Understands the organisational importance of information security and its management including following policies and procedures and key legislative requirements	KU1	
Understands the major types of threats and risk that apply to any organisation with a working understanding of those that apply to their role and the associated best practice for their own secure working	KU1	
Understands operational aspects of risk including maintaining steady state/business as usual security principals for individuals and systems including personal data, access, identity management, encryption and passwords	KU1	
Understands the individual and company risks, responsibilities and requirements in relation to legislation, professional ethics, privacy and confidentiality and the implications for their role	KU1	
Understands the principles behind an organisation's digital presence and delivery and the techniques required to maintain this and how to represent and safeguard the brand and reputation in relation to the digital offer	KU2	
Understands how best to communicate using the different digital communication channels and how to adapt appropriately to different audiences	KU2	
Understands the limitations and extent of the internet to be able to connect to, research, locate and access information securely	KU2	
Understands how to plan and organise own learning activities to maintain and develop digital skills		Yes Interview
Understands the importance of effective time management and the need to prioritise effectively		Yes Project and Interview
Understands the need for continuous improvement with the application and use of digital technologies and how this benefits the organisation	KU2	
Awareness of current, emerging and fringe digital technologies and the implications for work	KU2	
OPTION ONE Digital Applications Technician Technical Knowledge and Understanding		
Understands the most common productivity software applications used to create, update, edit, manage, analyse and present data and information and best working practices	KU3	

Understands the main features and benefits of digital information systems and how these are used to maintain information and to support service delivery and best working practices	KU3	
Understands the basic working practices for productive use and maintenance of business hardware, software and networks;	KU3	
Understands agile methodologies and work practices, Continuous Innovation with Continuous Development (CICD)	KU4	
Understands how organisations incorporate digital technologies into key business functions, such as finance, sales and marketing, operations and HR and the implications for their role	KU3	
Understands how to assist with digital operations and digital change projects	KU4	
Understands how to train and support internal colleagues to make the best use of the organisation's technology-based productivity tools.	KU4	
Understands the features and key differences between different data storage systems including the Cloud and databases	KU3	
OPTION TWO Digital Service Technician Technical Knowledge and Understanding		
Understands how to use databases, CRM packages, content management systems, office systems, web technologies; e mail and mass e mail tools, SMS, live chat, video chat and messaging platforms; survey tools; social media tools for business; and other collaborative tools, including web conferencing.	KU5	
Understands the importance of and the key principles and features of processes for diagnosing users' digital problems	KU6	
Understands end-user systems; operating systems, applications types and deployment methods; support processes such as password management, access control and connection to remote resources; version management, including patching; mobile device management including segregation of private and business use; and software licenses and approved software	KU5	
Understands the processes and principles of content management systems to identify and resolve users' digital problems	KU5	
Understands how best to communicate to different users through digital channels and how to adapt appropriate to different audiences	KU6	
Understands what is meant by a CRM system, how to use it for accessing and maintaining the customers' digital information and the contribution of CRM to an organisations performance and customer service	KU5	
Understands sales and customer service support processes, and their role within it, including in relation to digital impact and damage to brand reputation	KU6	
Understands how the organisation's legal and ethical position fits with organisational needs and customer expectations	KU6	
Understands the key features and importance of escalation and reporting procedures when dealing with users' digital problems	KU6	
Understands how to coach and support a wide variety of external users to help them make the best	KU6	
CORE – Behaviours		
Works independently and takes responsibility maintains productive and professional working environment with secure working practices		Yes Interview
Uses own initiative when implementing digital technologies and when finding solutions		Yes Interview
Resilient and positive mental attitude when dealing with difficult situations		Yes

		Interview
Maintains thorough and organised approach to work when working with digital technologies and prioritising as appropriate		Yes Project and Interview

End-Point Assessment Organisations should use Table 1 as the basis for a checklist for assessors to use in preparing for the interview, to ensure that the right knowledge, skills and behaviours are covered in the interview and to record where sufficient evidence has been demonstrated for each statement.

5. THE KNOWLEDGE TEST

The Test enables a consistent assessment of an apprentice's underpinning knowledge and understanding.

Apprentices will undertake four Knowledge Units: two core units and two units relevant to their option.

Each Unit will be a standalone, on-line, multiple-choice test, in the areas identified in Table 2 to cover the core and options on the standard. End-Point Assessment Organisations will develop these test units based on the minimum requirements for a pass, as defined in Annex 1, and within the specification set out in Table 2, below.

Table 2: Specification for the Knowledge Units

Name of Knowledge Unit	No of Questions	Time (mins)	Minimum Bank of questions	Pass rate
Knowledge Unit 1 (KU1) Core: Security and Legislation	40	60	100	65% or above
Knowledge Unit 2 (KU2) Core: Digital Technologies in Organisations	40	60	100	65% or above
Knowledge Unit 3 (KU3) Digital Applications (option 1) Digital Applications Technologies	30	45	90	65% or above
Knowledge Unit 4 (KU4) Digital Applications (option 1): Digital Change in Organisations	30	45	90	65% or above
Knowledge Unit 5 (KU5) Digital Service Option (option 2): Digital Service Technologies	30	45	90	65% or above
Knowledge Unit 6 (KU6) Digital Service Option (option 2): Digital Customer Experience	30	45	90	65% or above

Each Unit will have a set number of knowledge-based multiple-choice questions (see Table 2 above), with four options to choose from, where only one is correct. Each correct question will score 1 points, any missing or incorrect answers will score 0 points.

End-Point Assessment Organisations must ensure that Apprentices complete each of the four Units in a quiet, controlled, “closed-book” environment, away from their day to day work and other distractions. There must be an impartial invigilator present – with the maximum ration of apprentices to invigilators being 20:1.

The apprentices will have a set number of minutes, as shown in the Table 2 above, to complete each Unit, and each Unit will close down after that period. Apprentices can take the Units in any order over a five working-day period. All the tests are electronic unless reasonable adjustments are required.

All tests are marked electronically by the EPAO. Results are provided at the end of each test.

EPAOs must develop a question bank of sufficient size for each Knowledge Unit to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The minimum number of questions is set out in Table 2. Questions should be developed through the quality assurance and validation processes of the End-point assessment organisation. Questions must be set so that a pass will reflect competency in all knowledge on the standard assessed by this method as defined in Annex 1.

All four units of the knowledge test must be passed for the Test to be passed.

If the Knowledge Test is failed, the employer decides whether or not the apprentice proceeds to the Synoptic Test and then re-take or re-sits the unit(s) that have been failed before or after the synoptic test – recognising the relative costs of the Test and the Synoptic Project. See Section 8 for details of resits and retakes.

6. THE SYNOPTIC TEST

The Synoptic Test is in two parts – the project and the interview.

The Project

The project is key to consistency and comparability of the end-point assessment. The project is designed to assess apprentices in a consistent way, irrespective of their particular workplace and their particular role within their company.

End-point assessment organisations will develop a bank of business-related projects to adequately reflect different business situations. Each of these projects will present a typical business task, appropriate for an SME, an IT business, a large corporate or a non-IT business. All of the projects will be comparable in terms of content and complexity; it is the context within which the knowledge, skills and behaviours must be demonstrated that will vary. Each project will have a short summary from which the employers and apprentice can select the most appropriate project for the apprentice, based on their job role.

Projects will balance the need to 1) be specific to ensure consistency and comparability and 2) be sufficiently flexible to enable apprentices to apply the approaches they use in their role.

Apprentices will do either a Digital Applications project or a Digital Service project depending on which Option they are on.

The Digital Applications Project will require a solution to be developed to address a defined organisation requirement including

- identifying a problem with a digital information management system and resolving that problem on the system;
- developing an implementation plan for those changes to achieve the organisations objective; and
- presenting data and information in a range of digital applications to support the rationale for the changes made and the implementation plan – including guidance for different users.

The Digital Service Project will require five solutions to be developed to address five different external user case studies.

Each case study will include

- diagnosing the user problems in accessing and using a digital technology;
- developing the content for the chosen communication tool (but not sending it); and
- recording their actions, including any follow up, on an information system.

Each project will require the apprentice to

- select the appropriate digital office technology;
- apply security principles;
- respond and communicate effectively to the user
- apply logical and creative thinking skills; and
- identify opportunities for ongoing continuous improvement.

Each project will enable the KSBs, as set out in Table 1 to be assessed in line with the grading criteria required for a pass, and allowing scope for the requirements for a merit to be demonstrated.

There are two outputs from the project:

- The Project Output - the solution that the apprentice has produced to meet the project requirements.
 - For the Digital Applications Project this includes an implementation plan; a presentation to managers to explain the problem; the solution and the rationale behind the assessment plan; and guidance for at least two types of users. The total output should be 5,000 words (+/- 500).
 - For the Digital Service Project this includes five case studies, each including a diagnosis of the user's problem; the content of the communications to the user, including how they would send this; and a record of actions and follow up. The total output should be 5,000 words (+/- 500 words).

- A Project Rationale – which requires the apprentices to describe how they have applied the relevant knowledge (see Table 1) such as why and how they have completed the project in the way that they have, the options they have considered, the decisions they have made and the reasons behind them, the assumptions they have made and the consequences of those assumptions, and anything they would do differently with hindsight. The project rationale should be 1,000 words (+/- 100) This should be accompanied by supporting evidence – whether photos, videos, images, screenshots or diagrams.

The project also requires

- a signed statement from the impartial invigilator to confirm it is the apprentices own work and has been completed under controlled conditions, and
- a signed statement from the apprentice to confirm it is the apprentice’s own work.

End-Point Assessment Organisations will test and trial the projects with small groups of apprentices, employers and training providers. This will ensure they are valid, reliable and comparable to the other projects, before being implemented. EPAOs must develop a project bank of sufficient size for each project to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specification they contain, are fit for purpose. End-Point Assessment Organisations will monitor projects over time to ensure comparability and continuing relevance.

Each project will be designed to take 20 hours to complete. Apprentices will complete their project off-the- job, so that they are away from the day to day pressures of work and in a ‘controlled’ environment. Apprentices have up to 20 hours to complete the project and produce the project rationale.

Each project will have a detailed brief and instructions for the apprentice – and this will not be opened until the first morning of the first day in which the project is carried out.

Each project will specify what systems, tools and platforms will be required to complete the task.

The project will specify what has to be uploaded and to where on completion of the project – and this must include the Project, the Project Rationale and the two signed statements.

The controlled environment

The EPAO is responsible for ensuring an appropriate controlled environment, which must:

- be a quiet room, away from the normal working environment;
- have a dedicated work station;
- be away from disruptions;

- provide access to all required equipment, tools, systems – as required for the Test they are doing; and
- have very reliable internet access.

The EPAO will ensure that there is an impartial invigilator, responsible for managing the controlled environment, and with no role in supporting the Project. This person is responsible for resolving any technical issues with the equipment that arising during the Project. Where only one apprentice is taking the project, then this person needs to be contactable but not present the whole time. There may be others taking the same project – but they must be two meters apart, at separate workstations and with their own set of instructions and resources. When more than one person is taking the project in the same place, the invigilator must be present the whole time to ensure that there is no collaboration between apprentices. The invigilator is also responsible for ensuring that the apprentice has backed up their work at the end of each day.

The apprentice and whoever is responsible for the controlled environment must ensure that the project output and the project rationale is uploaded on completion. The end-point assessment organisation will inform the independent assessor once the project and project rationale has been uploaded.

The Interview

The Interview is the second part of the Synoptic Test. It is key to the authenticity and validity of the assessment decision. The Interview is undertaken by the independent assessor who will also make the grading decision. The Interview can be conducted either face to face or online. The Interview is one to one – although a second independent assessor may be present for moderation or training purposes and/or when reasonable adjustments are required.

The Interview will take place following the completion of the project and after the independent assessor has reviewed the project and the portfolio. The apprentice will have at least seven working days' notice.

The Interview should give the apprentice the best possible opportunity to get the best possible result. The purpose of the Interview is to gather sufficient evidence, primarily by discussing the work undertaken in the project and submitted in the portfolio, against the knowledge, skills and behaviours set out in Table 1. The independent assessor can then determine whether the minimum standards have been achieved or not and whether they have been significantly exceeded to inform the decision about the grade to be awarded (see grading criteria in annex 3).

The independent assessor must put the apprentice at their ease and give the apprentice the opportunity to do their very best. The assessor should ask open, competence-based questions to encourage the apprentice to illustrate the application of the knowledge, skills and behaviours defined in Table 1 as they talk about the work they undertaken in the project and submitted in the portfolio. The Interview is a structured, technical discussion between the apprentice and their independent assessor. The Interview is NOT a test of their interview skills.

The Interview is informed by the project and the portfolio, but the apprentice may also refer to other work the apprentice has undertaken. Both the independent assessor and the apprentice will have access to the project outputs and the portfolio before and during the interview.

The Interview will last 90 minutes +/- 10 minutes at the discretion of the independent assessor. Whether the interview is conducted face to face or on-line, the apprentice and the independent assessor must be in a quiet room, away from disruptions or distractions.

Preparation for the Interview

The Project (which is assessed and contributes to the grading) and the Portfolio are reviewed by the independent assessor who can then determine the relevant interview questions. Whilst all of the knowledge, skills and behaviours set out in Table 1 must be explored at the interview, the assessor will determine those particular knowledge, skills and behaviours they need to probe in more depth in order to elicit sufficient evidence against the grading criteria set out in annexes 2 and 3. This is particularly important where the initial review suggests that the evidence may be at a grade boundary.

End-Point Assessment Organisations will produce a structured brief for the independent assessor to support the Interview and a bank of typical questions from which the assessor can select the most appropriate. The bank of open questions will reflect what questions might be required in potential grade boundary situations: pass/fail; pass/merit; and merit/distinction. This will ensure a consistent and comprehensive approach. The independent assessor will select the relevant questions, typically 15, based on their review of the Project and the Portfolio. In addition, the independent assessor may ask follow-up questions or prompts to elicit further information or more in-depth replies to each question.

After the Interview

The main points from the Interview, and the conclusions, will be documented within 48 hours of the Interview being completed. The grading decision will be taken within five days of this. The Interview will be recorded for internal and external moderation purposes. All documentation and evidence should be retained securely for six years.

7. GRADING

The **Knowledge Test** is fail or pass. Each of the four units has to be passed for the Test to be passed as below

Fail	Pass
<65%	65% or above

The **Synoptic Test** is fail, pass, merit or distinction. Each of the pass criteria in Annex 2 has to be passed for the Synoptic Test to be passed. An apprentice will fail the Synoptic Test if he/she has not met all of the pass criteria in Annex 2.

If an apprentice has passed the Synoptic Test, the assessor can then assess whether or not they have demonstrated sufficient evidence for a merit or a distinction.

The requirements for a Merit include a consideration of KSBs under three themes, as shown below

Theme	Description of theme
The What	Those KSBs that define what the apprentice must be able to do.
The How	Those KSBs that define the way in which the work has to be done.
The With Whom	Those KSBs that define the personal and interpersonal qualities that must be brought to internal and external relationships.

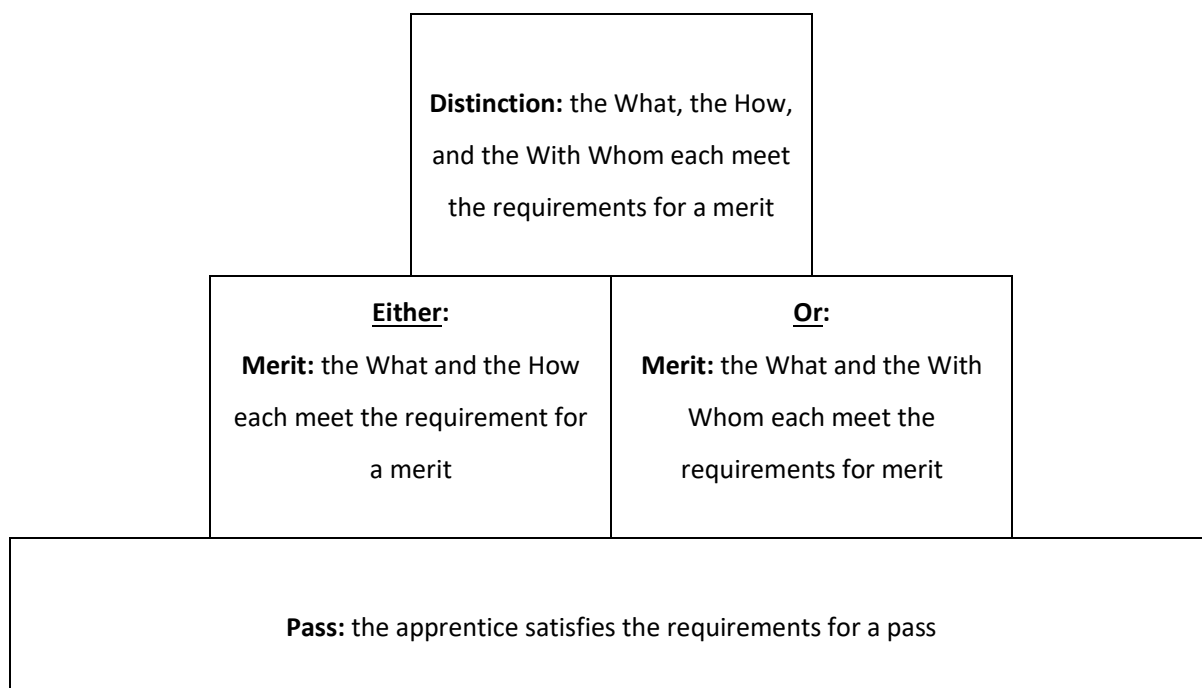
A **Merit** is achieved if the apprentice satisfies the merit requirements for What they have done – *and* satisfies the merit requirements for *either of the other* two themes. A Merit is **not** achieved if the apprentices satisfies the merit requirement for the How and the With Whom.

A **Distinction** can only be achieved if the merit requirements are achieved for *each of the three* themes

The requirements for a merit are set out in Annex 2.

This is illustrated in Table 3, below

Table 3 Awarding of a Merit or Distinction for the Synoptic Test



The overall grade is then determined as follows:

Knowledge Test	Synoptic Test	Overall Grade
Pass	Pass	Pass
Pass	Merit	Merit
Pass	Distinction	Distinction
Fail	Any result	Fail
Pass	Fail	Fail

Where the assessor is unsure of the grade to be awarded, the assessor may seek advice from the EPAO.

Appeals on grading decisions should be investigated and resolved through the End-Point Assessment Organisation's formal and documented processes, and records of such appeals should be retained.

8. Resits/Retakes

Apprentices who fail one or more assessment method can be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does. The apprentice's employer will decide whether or not a re-sit/re-take

is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

Re-sits/re-takes must not be offered to apprentices wishing to achieve a higher grade than pass.

Both assessment methods must be successfully passed within a twelve week period of each other; otherwise the entire EPA must be re-sat/re-taken.

There are no restrictions on the grade awarded in the case of a re-sit/re-take.

EPAOs must ensure that apprentices complete a different knowledge test/project when taking a re-sit/re-take.

9. PROFESSIONAL BODY RECOGNITION

Those completing the Digital Support Technician apprenticeships will be recognised for entry onto the BCS, the Chartered Institute for IT, Register of IT Technicians confirming SFIA Level 3 professional competence. Those completing the apprenticeship can apply for registration.

10. INTERNAL QUALITY ASSURANCE

Any organisation interested in delivering the assessment service must be on the ESFA Register of End-Point Assessment Organisations and will, therefore, be able to demonstrate a range of capabilities including

- access to technical expertise and experience in designing and delivering on-line tests to give consistent, reliable and valid results;
- assessors with in depth and up to date occupational knowledge and understanding, and credibility within the sector;
- the ability to develop relevant, valid and robust tools and materials to deliver these assessments;
- a track record in delivering assessments;
- employer responsiveness and effective customer service processes;
- effective induction and training for everyone involved in assessment;
- effective leadership and management arrangements;
- robust quality assurance and quality control procedures, consistently applied; and
- impartial internal moderation of assessment decisions.

EPAO's internal quality assurance procedures should include

- a minimum of 50% of new assessors grading decisions being moderated, reducing to a minimum of 10% as that assessor's proficiency increases and risks decline
- a minimum of six-monthly internal standardisation meetings with assessors – with each assessor participating in a standardisation meeting every six-months

- carrying out moderation and reviews on a risk basis, with sampling evidence to support this, that demonstrates full coverage across assessors and locations and over time. These should focus on comparability, fairness and grading results. The sampling should also take in to account the different Training Provider and Employers. All evidence should form the basis of training and standardisation required.

End-point assessment organisations are responsible for developing the assessment tools, materials and supporting materials, including documented criteria for the use of each assessment tool. These tools should be trialed and tested before implementation. Independent assessors should be provided with supporting information to help ensure that all end-point assessments are made consistently and against the specification.

End-Point Assessment Organisations will have systems to recruit, induct and train independent assessors with the skills and experience required to assess against this Standard (whether as employees or sub-contractors). It is the responsibility of each end-point assessment organisation to ensure that those delivering end-point assessments have the necessary skills and industry knowledge to make reliable judgements and to confirm that they are entirely independent from the training provider and the employer for every apprentice that they assess.

All registered independent assessors must be competent in this occupation, in terms of

- at least three years relevant, in-depth and broad experience of working in this occupation;
- recent and relevant industry expertise higher than the level of the Digital Support Technician standard (either the Digital Applications Technician or the Digital Services Technician – as appropriate for the Option they are assessing), within the last two years;
- the possession of practical and up to date knowledge, gained within the last two years, of the application of current working practices, infrastructure, tools and technologies appropriate to this occupation and of relevance to the sector/size of business in which they will be carrying out assessments.

End point assessment organisations must also ensure that all assessors are

- able to interview apprentices and communicate appropriately with apprentices
- have an understanding of apprenticeships
- have an understanding of what an apprentice should be able to do in their role and at the level of the apprenticeship

In addition, end-point assessment organisations must run induction programmes for all independent assessors to ensure they can demonstrate working knowledge of the apprenticeship Standard, the end-point assessment process and the grading criteria. They must be fully trained and approved for use of the assessment tools and be trained in the consistent application of the grading criteria. Independent assessors will be trained in the art of interviewing and reaching consistent judgement. They must attend standardisation meetings to ensure and maintain consistency of assessment decisions.

Anyone who undertakes end-point assessment must be held on a register by the end-point assessment organisation. The register must confirm that each individual undertaking end-point assessment has satisfied these criteria and that evidence has been checked through, for example a combination of

- Interviews
- Qualifications
- CPD evidence
- Employment History
- Professional registration
- Testimonials
- Assessment

End-point assessment organisations should have robust internal quality assurance and verification processes to ensure that the quality, consistency and validity of assessments is maintained. This should include mechanisms to ensure that employers and training providers understand their responsibilities in relation to invigilation and controlled environments. They should have a Lead Assessor, or someone responsible for the quality of assessment decisions.

11. EXTERNAL QUALITY ASSURANCE

The external quality assurance will be an employer-led model carried out by NSAR (the National Skills Academy for Rail), on behalf of the Digital Apprenticeship Quality Board.

12. AFFORDABILITY

The following factors should ensure the EPA is affordable:

- the use of on-line and virtual assessment,
- the potential use of a variety of premises, rather than the need for dedicated assessment centres.

13. VOLUMES

It is expected that there will be approx. 2,000 starts per annum once it is fully established.

PASS DESCRIPTORS FOR THE KNOWLEDGE TESTS

The following table sets out the minimum requirements for a pass, which end-point assessment organisations will use when designing their tests – in accordance with the Table 2 on page 13

KNOWLEDGE UNIT ONE: SECURITY AND LEGISLATION

The Standard	Minimum Requirements to Pass Knowledge Unit 1
Understands the importance of and the technologies for backing up data securely	<p>Understands the need to backup data, which data types to backup and the importance of establishing a data backup routine</p> <p>Understands the benefits and risks of different data backup technologies and can identify which technology is the most suitable to use</p> <p>Can explain the various methods available to keep data backups secure</p>
Understands how to apply the processes and procedures for the secure handling of data	<p>Understands the need to take effective precautions when dealing with personal data, and the legislation that impacts on it</p> <p>Understands the need to take effective security precautions when dealing with files, emails, attachments etc. in line with organisational standards</p>
Understands the organisational importance of information security and its management including following policies and procedures and key legislative requirements	Can describe the relevant security and legal regulations including data protection legislation and copyright
Understands the major types of threats and risks that apply to any organisations with a working understanding of those that apply to their role and the associated best practice for their own secure working	<p>Understands the main classifications of types of threats and the most common mitigation practices including understanding of the terms: malware, virus, spyware, worm, botnet, spam, phishing, and rootkit</p> <p>Can explain those that are most relevant to their role and the implications for their working practices</p>
Understands operational aspects of risk including maintaining steady state/business as usual security principles for individuals and systems including personal data, access identity management, encryption and passwords	Understands how to apply procedures for access and identity management and the needs of different systems to have different security access rights

The Standard	Minimum Requirements to Pass Knowledge Unit 1
Understands the individual and company risks, responsibilities and requirements in relation to legislation, professional ethics, privacy and confidentiality and the implications for their role	<p>Can identify and understand the relevant documentation with regards to legislation, professional ethics, privacy and confidentiality, as well as the risks of not adhering to the relevant documentation for both the individual and the company</p> <p>Can differentiate between different document types in relation to legislation, professional ethics, privacy and confidentiality, how and when to apply the legislation within them and the associated impacts on non-confirmity</p>

KNOWLEDGE UNIT 2: DIGITAL TECHNOLOGIES IN ORGANISATIONS

The Standard	Minimum Requirements to Pass Knowledge Unit 2
Understands the most common digital office technologies, including collaborative tools, that are used by organisations for internal and external communications and best working practices	<p>Can explain the digital systems used in their organisation and how to optimise their use</p> <p>Can explain the reasons for choosing a communication service</p> <p>Can explain methods to improve message transmission</p> <p>Can explain why you would send messages to individuals and/or groups</p> <p>Understands how to manage their contact information</p>
Understands modern digital infrastructure including computer systems fundamentals including physical, virtual and cloud; physical systems including hardware peripherals; operating software and software devices; servers, the Internet of things; networking fundamentals; virtualization technologies and cloud	<p>Can explain the features and benefits of different digital infrastructures configurations and components</p> <p>Can explain the principles of networking and networking fundamentals</p>
Understands the concepts and fundamentals of data, including 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; virtualization and presentation of data; data modelling; relationship modelling and data analysis to identify trends and insights	<p>Can explain the fundamentals of data storage and the requirements to enable searching, maintaining integrating, analyzing</p> <p>Can explain how organisations use different types of data in different ways</p> <p>Can explain the features, functions and benefits – and risks - of information systems</p> <p>Can explain different types of modelling and how and when these are used</p>

The Standard	Minimum Requirements to Pass Knowledge Unit 2
Understands the principles behind an organisations digital presence and delivery and the techniques required to maintain this and how to represent and safeguard the brand and reputation in relation to the digital offer	<p>Can explain how environmental issues can affect the use of digital systems in businesses and organisations</p> <p>Can explain how social and collaborative technologies are transforming businesses and organisations</p> <p>Can explain how the organisations “brand” is reflected in its digital presence and digital systems</p>
Understands how best to communication using different digital channels and how to adapt appropriately to different audiences	<p>Can identify and explain the range of digital communications channels available to them, and how to select the most appropriate digital channel depending on the task</p> <p>Understands how to communicate effectively to different audiences, using appropriate communication</p>
Understands the limitations and extent of the internet to be able to connect to, research, locate and access information securely	<p>Can explain what security precautions need to be addressed for the systems to be used securely online by one or several users</p> <p>Can describe the main barriers to take-up or adoption of digital technologies by individuals and groups</p> <p>Can describe measures to increase accessibility to digital systems and information</p>
Understands the need for continuous improvement with the application and use of digital technologies and how this benefits the organisations	Can describe the benefits of continuous improvements and the risks to the organisations when continuous improvement principles are not applied
Awareness of current, emerging and fringe digital technologies and the implications for their work	Can explain emerging or fringe technologies and implications for their work, both positive and negative

KNOWLEDGE UNIT 3 DIGITAL APPLICATIONS TECHNOLOGIES

The Standard	Minimum Requirements to Pass Knowledge Unit 3
Understands the most common productivity software applications used to create, update, edit, manage, analyze and present data and information and best working practices	<p>Can explain why different digital applications could be chosen to suit different tasks, purposes and outcomes</p> <p>Can explain any legal or local guidelines or constraints which apply to the task or activity</p> <p>Can identify any constraints which may affect the presentation of data</p> <p>Can describe how to present data to meet needs and communicate effectively</p>
Understands the main features and benefits of digital information systems and how these are used to maintain information and to support service delivery and best working practices	<p>Can explain the potential of digital systems to transform data management and business processes</p> <p>Can explain the characteristics of digital systems that affect performance</p> <p>Can explain the principles of interaction between key digital systems</p>
Understands the basic working practices for productive use of and maintenance of business hardware, software and networks	Can explain how to use and maintain business hardware, software and networks in accordance with company guidelines to ensure optimum system performance

The Standard	Minimum Requirements to Pass Knowledge Unit 3
Understands how organisations incorporate digital technologies into key business functions such as finance, sales and marketing, operations and HR and the implications for their role	Can identify and explain the incorporation of relevant digital technologies applicable to key business functions within their organization Understands the implications of their role within key business functions and can explain the impact of poor or non-performance
Understands the features and key differences between different data storage systems including the Cloud and databases	Can explain the key differences, benefits and risks of using different types of storage systems

KNOWLEDGE UNIT 4: DIGITAL CHANGE IN ORGANISATIONS

The Standard	Minimum Requirements to Pass Knowledge Unit 4
Understands agile methodologies and work practices, Continuous Innovation with Continuous Development (CICD) and continuous improvement techniques	Understands the key features and benefits of agile methodologies, and the requirements for their use Understands the principles, features and benefits of Continuous Innovation with Continuous Development Understands a range of continuous improvement techniques and when and how these might be applied.
Understands how to assist with digital operations and digital change projects	Can explain the main challenges in implementing digital operations and digital change projects and how best to overcome them
Understands how to train and support colleagues to make the best use of technology-based productivity tools	Can explain the technology-based productivity tools and training packages available to support personal performance improvement within the organization

KNOWLEDGE UNIT 5 DIGITAL SERVICE TECHNOLOGIES

The Standard	Minimum Requirements to Pass Knowledge Unit 5
Understands how to use databases, CRM packages, content management systems, office systems, web technologies, e mail and mass e mail tools SMS, live chat, video	Can explain the main features and benefits of databases, CRM packages, content management systems, office systems, web technologies, e mail and mass e mail tools SMS, live chat, video chat and messaging platforms, survey tools, social media tools for business and other collaborative tools including web conferencing and when and how to use each appropriately

The Standard	Minimum Requirements to Pass Knowledge Unit 5
chat and messaging platforms, survey tools, social media tools for business and other collaborative tools including web conferencing	
Understands end-user systems: operating systems; application types and deployment methods; support processes such as password management, access control and connection to remote resources; version management, including patching; mobile device management including segregation of private and business use; and software licenses and approved software	Can explain the features and usages of the main end-user systems: operating systems; application types and deployment methods; support processes such as password management, access control and connection to remote resources; version management, including patching; mobile device management including segregation of private and business use; and software licenses and approved software
Understands the processes and principles of content management systems to identify and resolve users digital problems	Can explain the main features and benefits of content management systems and when and how these are used in organisations
Understand what is meant by a CRM system, how to use it for accessing and maintaining the customers' digital information and the contribution of CRM to organisational performance and customer service.	Can explain what is meant by a CRM systems, how it is used in organisations and how it supports effective customers service and performance management

KNOWLEDGE UNIT 6: DIGITAL CUSTOMER EXPERIENCE

The Standard	Minimum Requirements to Pass Knowledge Unit 6
Understands the importance of and the key principles and features of processes for diagnosing user's digital problems	Can explain the key principles, processes and techniques used to diagnose users digital problems and when and how to use each appropriately
Understands how best to communicate to different users through digital channels and how to adapt appropriately to different audiences	<p>Can explain the different methods of digital communication and when and how to use each one, and how they can be adapted for different audiences</p> <p>Can explain the key principles of effective communication and the most common barriers experiences when using digital channels</p> <p>Can explain the common difficulties experienced by different user groups and how best these can be mitigated</p>
Understands sales and customer service support processes and their role within it – including in relation to digital impact and possible damage to brand reputation	<p>Can explain the sales and customer service processes and how digital customer service delivery and communication supports this</p> <p>Can explain the key risks in use of digital communications and its potential impact on brand reputation and the key mitigating actions</p>
Understands how the organisations legal and ethical position fits with organisational needs and customer expectations	Can explain the main legal and ethical considerations in digital communications and service delivery

The Standard	Minimum Requirements to Pass Knowledge Unit 6
Understands the key feature and importance of escalation and reporting procedures when dealing with users' digital problems	Can explain the importance of escalation and reporting procedures and the key features of them
Understands how to coach and support users to help them make the best use of digital technologies	Can explain the key coaching and support techniques and when and how these can support different types of users

GRADE DESCRIPTORS FOR THE SYNOPTIC TEST

2A) FAIL

An apprentice will fail the Synoptic Test if he/she has not met all of the pass criteria below

2B) PASS

An apprentice needs to meet the following minimum requirements to pass the synoptic test

The Standard	Minimum Requirement to pass the Synoptic Test
<p>Digital technologies: uses a range of digital office technologies, including collaborative tools, appropriately for internal and external communications, including, for example, office suites, conferencing facilities and mass email tools; survey tools; social media tools for business; SMS; live chat and video chat; web conferencing to support the delivery of services and to share information with customers and colleagues</p>	<p>Demonstrates consistent and appropriate use of at least three such digital office communications technologies for effective communications with either or both internal and external customers to meet a variety of different customer needs/situations</p> <p>Selects and uses appropriate techniques to link and combine information within the application and across different software applications</p> <p>Identifies when and how to combine and merge information from other software or other documents</p> <p>Selects digital systems and software applications as appropriate to purposes and use them to produce effective outcomes</p> <p>Correctly uses the different types of digital systems used in their workplace</p> <p>Configures the user interface to meet needs</p>
<p>Data management: uses data systems effectively, appropriately and securely to meet business requirements and in line with organisational procedures and legislation</p>	<p>Demonstrates consistent and appropriate use of at least one digital data system in different situations</p> <p>Selects digital systems and software applications as appropriate and uses them to produce effective outcomes</p>
<p>Digital security: applies information security principles to information transfer, deletion, storage, usage and communications – using mobile devices where appropriate</p>	<p>Demonstrates consistent and appropriate approaches to the transfer, deletion, storage, use and communication of information in accordance with basic security protocols and principles for personal data, access, identity management, encryption, passwords, deletion and storage and deletion-including in accordance with data protection legislation, – and as appropriate for different audiences and situations.</p> <p>Manages data files effectively, in line with organisational and legal guidelines and conventions for the storage and use of data</p> <p>Stores and retrieve files effectively, in line with organisational guidelines and conventions.</p> <p>Has regard for relevant legal and security regulations when operating digital systems</p> <p>Ensures computer hardware is kept securely located when and where required</p> <p>Complies with organisation security processes and knows how they would recognise and escalate issues</p>

The Standard	Minimum Requirement to pass the Synoptic Test
Digital services support: responds appropriately and effectively to internal or external enquiries; providing support and information using utilising digital channels where appropriate and responding according to organisation protocols	<p>Effectively utilises and exploits appropriate digital channels to respond to enquires appropriately and in a variety of situation, to satisfy the enquirer</p> <p>Provides information and support through digital channels appropriately and in a a timely manner – for the user and an in line with organization protocols</p> <p>Responds appropriately to different customers, clients and users, understands their requirements, including any constraints and limiting factors, setting reasonable expectations and communicate effectively with them in terms of actions and decisions</p>
Digital Information Management Systems: operates a range of digital information systems and tools to maintain information and to support service delivery, whether Client Management Systems (CMS), Customer Relationship Management systems (CRM), finance or human systems or other bespoke digital systems or databases. This includes searching, storing, integrating and organising data; data entry and maintenance; data modelling; relationship modelling and data analysis to identify trends and insights	<p>Operates as an advanced user of at least one digital information management system – able to exploit the functionality appropriately to maximise effectiveness and efficiency</p> <p>Inputs, maintains, organizes, searches, stores, integrates and transfers data within an information management system</p> <p>Analyses data to identify trends and insights – including the use of data modelling and relationship modelling</p>
Communication: communicates effectively in writing, verbally and face to face appropriately through different digital channels, including e mail, telephone and collaborative technologies, including digital specialists and others, using technical terminology and non-technical terminology as appropriate, whether for internal or external communication.	<p>Can explain, discuss and compare a minimum of three occasions on which they have used verbal communication and three when using written communications. These should be non-trivial and varied in nature, for example face-to-face vs remote, formal vs informal, using of different media.</p> <p>In the case of communication planned in advance, they should actively consider if anything might disrupt the effectiveness of the communication (culture, past history etc.) and how to cope with this. An example could be in handling a support call where the caller is already known to be unhappy.</p> <p>Understands how to select the most appropriate method for the situation</p> <p>Expresses themselves clearly and succinctly, not over-simplifying or over-complicating the material being communicated.</p> <p>Actively checks that the other person/people understands what they have expressed</p> <p>Modifies their methods of communication in response to cues from the other person, taking into account such feedback</p>
Digital learning: studies using digital resources to extend knowledge and skills in the use of new digital systems or features and other skills	<p>Utilises digital learning resources</p> <p>Proactively seeks new learning opportunities and opportunities to develop skills,</p> <p>Uses digital resources and channels to support personal performance and their own learning and development</p>
Organisational policies and standards: operates in line with organisational polices, standards, legislation, professional ethics, privacy and confidentiality and knows where to source these and when and how to escalate any issues	<p>Shows they work according to laid down policies and practices including actions such as keeping usernames/passwords in a secure manner, ensuring their data is appropriately protected (for example the encryption of personal data) and obeying organisational, regulatory and best practice in how they work</p> <p>Uses IT hardware in a way that conforms with good health and safety practice</p> <p>Closes down the IT system without damage and maintaining security of data</p> <p>Understands and applies the relevant policies and legislation appropriately to their role</p> <p>knows where and how to seek further information and when and how to escalate</p>

The Standard	Minimum Requirement to pass the Synoptic Test
Thinking skills: thinks logically and creatively to resolve digital problems	Critically compares alternative methods and solutions to produce the intended outcome Shows a logical approach to their use of digital tools to achieve different tasks and purposes, including contingencies
Business and decision-making skills: demonstrates an understanding of the organisational impact of decisions that they take	Can explain how their work contributes to team and organisation performance and the potential impacts, positive and negative, of their actions Demonstrates an understanding of the broader impact and potential consequences of decisions they take
Continuous improvement: effectively uses complex management information systems to drive productivity and performance of self and department, whilst proactively looking for ways to develop digital systems and processes to drive efficiency	Shares information about skills and opportunities with colleagues Identifies opportunities and generates ideas to make a demonstrable improvement to the use of digital tools and systems
Teamwork: competently uses digital technologies to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice	Demonstrates the sharing of information to relevant colleagues and stakeholders in a timely and effective manner and through appropriate digital channels
Work environment maintains a productive, professional and secure working environment	Demonstrates the ability to prioritise their own workflow and to manage work they have been allocated, taking in to account organisational priorities and rules, and aim to deliver the best service to clients in a secure manner
Understands how to apply the processes and procedures for the secure handling of data	Takes effective precautions when dealing with personal data, and the legislation that impacts on it Takes effective security precautions when dealing with files, e mails, attachments etc in line with organisation standards
Understands the concepts and fundamentals of data, including searching, storing, integrating and organising data; how organisations use various types of data; the key functions and features of information systems; data formats and their importance for analysis; data entry and maintenance; visualisation and presentation of data ; data modelling; relationship modelling and data analysis to identify trends and insights	demonstrates how they have entered, maintained, searched, stored, integrated and organised data Demonstrates appropriate use of the key functions of information systems Demonstrates appropriate data formatting to enable analysis demonstrates that they can analyse data to identify trends and insights Demonstrates that they present data effectively for different purposes and audiences
Understands how to plan and organise own learning activities to maintain and develop digital skills	Can explain how they have planned their learning activities to develop and maintain their digital skills
Understands the importance of effective time management and the need to prioritise effectively	Shows awareness of critical timelines and milestones and prioritises work appropriately
Works independently and takes responsibility	Demonstrates an ability to work independently and understands the repercussions of non-productivity Demonstrates that they take responsibility for their work without requiring undue reference to others or close supervision

The Standard	Minimum Requirement to pass the Synoptic Test
Maintains productive and professional working environment with secure working practices	Behaves productively, professionally and securely such that it does not adversely affect their work output and/or that of their colleagues, stakeholders or clients
Uses own initiative when implementing digital technologies and when finding solutions	Demonstrates the ability to carry out packets of work without supervision and without undue reference to others
Resilient and positive mental attitude when dealing with difficult situations	Demonstrates a resilient and positive mental attitude when dealing with a difficult situation, not giving up at the first obstacle and remaining calm when things are not going well
Maintains thorough and organised approach to work when working with digital technologies and prioritising as appropriate	Demonstrates effective time management when dealing with digital technologies, prioritises effectively and understands the positive and negative impacts to the organizational output
Digital Technologies: applies sophisticated digital technologies effectively to achieve objectives	Demonstrates in-depth and advanced user skills in their use of sophisticated digital technologies and applies these skills appropriately in different situations – maximizing functionality to ensure effectiveness and efficiency and selecting the most appropriate technology to meet the objective
Information Systems: monitors and operates complex information systems	Operates complex information systems, maximising functionality for effectiveness and efficiency Monitors performance and takes appropriate action when problems are identified
Digital Implementation: supports digital operations and/or digital change and transformation by championing and demonstrating best practices	Identifies areas for improvement through digital technologies Demonstrates they are an early adopter of new technologies and new ways of working - and can articulate the benefits to others Able to train, coach and guide new users
Digital problem solving: identifies and resolves digital problems independently for self and colleagues to maintain productivity and improve quality of service	Identifies and analyses digital problems Identifies and tests potential solutions to resolve the problem Identifies and responds to quality and productivity problems to ensure that outcomes are fit for purpose and meet needs. Applies structured problem- solving methods, using at least one problem solving tool or technique to identify and resolve issues Shows they know when and how to seek assistance if required and as appropriate, including appropriate escalation

The Standard	Minimum Requirement to pass the Synoptic Test
<p>Digital Skills Support: coaches and guides less experienced colleagues to develop their digital skills and to use digital systems effectively</p>	<p>Coaches and guides others appropriately to a variety of audiences in a variety of situations</p> <p>Selects and uses presentation methods and communication tools to aid clarity and meaning</p> <p>Provides feedback to others on their use of digital tools and techniques in a constructive and considerate manner</p> <p>Assists others to use new digital tools and systems</p>
<p>Productivity software: uses a range of digital applications appropriate to the role to create, update, edit, manage, analyse and present data and information</p>	<p>Demonstrates consistent, appropriate use of least three productivity applications to create new material and edit existing material, across a variety of different situations</p> <p>Analyses, formats and presents data and information in a variety of different situations and appropriate to the audience needs</p> <p>Inputs relevant information accurately so that it is ready for processing</p> <p>Evaluates the use of software functions to structure, layout and style information</p> <p>Creates, changes and uses appropriate structures and/or layouts to organise information efficiently</p> <p>Checks that information meets needs, using digital tools and making corrections as necessary</p> <p>Enters and formats text and other information using layouts appropriate to the type of information</p> <p>Organises and combines information of different forms or from different sources for presentation</p> <p>Selects and uses appropriate techniques to edit data and presentations to meet needs</p>
<p>Working with colleagues: works with internal colleagues across the organisation – whether digital specialists or otherwise</p>	<p>Shows an understanding of the different groups and key individuals that supply their immediate team with information or services and those they supply information or service to.</p> <p>Develops effective relationships with the groups / key individuals that they interface with in their role, using the following skills:</p> <ul style="list-style-type: none"> shows they understands the value and importance of good relationships shows they acknowledges other people's experience and strengths shows they understands how to deal with conflict shows they promotes teamwork by active participation <p>Team/customer/client relationships</p> <ul style="list-style-type: none"> Sets reasonable expectations and keeps others up to date with their own progress on work tasks. Interacts positively with others. Provides complete and helpful answers in response to any queries <p>Stakeholder Relationship</p> <ul style="list-style-type: none"> Understands who the key stakeholders for their work are and what their 'stake' is. Communicates with stakeholders in a manner appropriate to their positions and needs

The Standard	Minimum Requirement to pass the Synoptic Test
Customer service: helps customers and clients register for and access information, products and services through online digital channels and represents the organisations brand through digital channels	<p>Diagnoses the customer’s needs, and elicits information to determine any other relevant information</p> <p>Identifies the best solution(s) to meet those needs – including where these needs cannot be met.</p> <p>Advises the customer appropriately on the potential solution, managing expectations appropriately</p> <p>Provides information, advice and guidance as required to support customers access that solution through the appropriate digital channels</p> <p>Arranges for appropriate follow up</p> <p>Maintains appropriate records and updates the relevant systems</p> <p>Consistently demonstrates the required behaviours and applies the required processes and procedures to represent the organisation’s brand, even in difficult situations</p>
Digital problem solving: diagnoses and resolves customers and client’s problems with accessing and using digital technologies and applies the organisation’s diagnostic processes for fault finding escalating and reporting problems with the digital technologies, using content management systems as appropriate	<p>Applies appropriate diagnostic techniques to understand the situation, the problem and the potential causes</p> <p>Applies a methodical approach to determining the actual cause</p> <p>Uses content management systems to identify and resolve digital problems</p> <p>Communicates effectively with the customer, including coaching and supporting the user to resolve the problem, where it lies with them</p> <p>Follows correct procedures to escalate the problems if and when appropriate</p> <p>Arranges appropriate follow up</p> <p>Maintains appropriate records.</p>
Software applications and operating systems: installs and configures software on to end-user devices, including operating systems and applications and demonstrates deployment of software applications and operating systems remotely	<p>installs and configures a variety of software on to a range of end-user devices – including operating software and applications</p> <p>Deploys a variety of software applications and operating systems, directly and remotely</p>
Multi-tasking: applies excellent multi-tasking capability to be able to capture information at a conversational pace whilst navigating numerous systems.	<p>Demonstrates the ability to deal effectively with customers at the same time as searching and updating digital systems as required.</p>
Customer service: takes responsibility for customer service and uses diagnostic tools and digital systems to manage external end-user dissatisfaction through to resolution	<p>Consistently demonstrates a commitment to delivering high standards of customer service.</p> <p>Adapts behaviors, approaches and communication to meet the needs of the customer</p> <p>Uses initiative to identify potential customer service issues and takes necessary action to prevent or resolve potential or real dissatisfaction through to resolution, and escalating as and when appropriate</p> <p>Consistently presents as open, approachable and personable</p>
Business skills: demonstrates first point resolution whilst balancing customer and business needs to secure the appropriate solution	<p>Takes ownership for identifying and resolving any potential customers concerns</p> <p>Understands the organisational impact of decisions they take –and balances this with the needs of the customer appropriately</p> <p>Uses escalation processes if and when appropriate</p>

The Standard	Minimum Requirement to pass the Synoptic Test
Working with customers: works with a very wide range of customers and external users – from a wide variety of backgrounds, with a wide variety of needs and with a wide variety of digital competence, including dealing with difficult and challenging situations	<p>Can use the appropriate technical terminology as required</p> <p>Can explain technical issues in non-technical language as required</p> <p>Demonstrates flexibility in their style and approach as appropriate for a wide range of different customers, with different needs, different levels of understanding and from different backgrounds – including those with special or additional needs</p> <p>Uses language that is appropriate for that customer</p> <p>Checks understanding</p> <p>Demonstrates respect, patience and empathy as appropriate</p> <p>Able to calm irate customers</p> <p>Able to provide customised support</p> <p>Achieves high levels of customer satisfaction across a wide range of different customer groups</p>

2C) MERIT

The requirements for a merit include consideration of certain KSBs under three themes, The What, The How and The With Whom.

Apprentices will receive a merit if the minimum requirements for The What are achieved AND the minimum requirements for EITHER The HOW and The With Whom

Theme: The What

KSBs from the Standard	Requirements for a Merit
<p>Digital technologies: uses a range of digital office technologies, including collaborative tools, appropriately for internal and external communications, including, for example, office suites, conferencing facilities and mass email tools; survey tools; social media tools for business; SMS; live chat and video chat; web conferencing to support the delivery of services and to share information with customers and colleagues</p> <p>Data management: uses data systems effectively, appropriately and securely to meet business requirements and in line with organisational procedures and legislation</p>	<p>Breadth – the range of tools and methods understand and applied</p> <p>Understands and applies a wide range of tools and methods</p> <p>Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations</p>

<p>Digital Information Management Systems: operates a range of digital information systems and tools to maintain information and to support service delivery, whether Client Management Systems (CMS), Customer Relationship Management systems (CRM), finance or human systems or other bespoke digital systems or databases</p>	<p>Depth – the level to which these tools and methods are understood and applied</p> <p>A sophisticated user - fully exploits the functionality/capability of the tools and methods</p> <p>Extensive and deep understanding of different tools and methods and how and why they can be applied</p> <p>Complexity – the extent and prevalence of inter-related and inter-dependent factors in the work and how well the apprentice has dealt with these in different contexts</p> <p>Deals confidently and capably with a high level of interrelated and interdependent factors in their work</p>
<p>Digital Technologies: applies sophisticated digital technologies effectively to achieve objectives</p>	
<p>Customer service: helps customers and clients register for and access information, products and services through online digital channels</p>	

Theme: The How

KSBs from the Standard	Minimum requirements for a Merit
<p>Digital services support: responds appropriately and effectively to internal or external enquiries; providing support and information using utilising digital channels where appropriate and responding according to organisation protocols</p> <p>Thinking skills: thinks logically and creatively to resolve digital problems</p> <p>Continuous improvement: effectively uses complex management information systems to drive productivity and performance of self and department, whilst proactively looking for ways to develop digital systems and processes to drive efficiency</p> <p>Uses own initiative when implementing digital technologies and when finding solutions</p>	<p>Responsibility – the scope of responsibility and level of accountability demonstrated in the apprentice’s work</p> <p>Undertakes work that is more complex, more critical or more difficult</p> <p>works independently and takes high level of responsibilities</p> <p>Initiative</p>
<p>Digital Implementation: supports digital operations and/or digital change and transformation by championing and demonstrating best practices</p>	

<p>Digital problem solving: identifies and resolves digital problems independently for self and colleagues to maintain productivity and improve quality of service</p>	<p>Independently demonstrates an ability to extend or enhance their approach to work and the quality of outcomes</p>
<p>Digital problem solving: diagnoses and resolves customers and client's problems with accessing and using digital technologies and applies the organisation's diagnostic processes for fault finding escalating and reporting problems with the digital technologies, using content management systems as appropriate</p> <p>Customer service: takes responsibility for customer service and uses diagnostic tools and digital systems to manage external end-user dissatisfaction through to resolution</p>	<p>Doesn't just solve the problem but explores creative or innovation options to do it better, more efficiently, more elegantly or to better meet customer needs</p> <p>Delivery Focus – the extent to which the apprentice has shown they can grasp the problem, identify solutions and make them happen to meet client needs</p> <p>Shows strong project management skill, in defining problems, identifying solutions and making them happen demonstrates a disciplined approach to execution, harnessing resources effectively</p> <p>Drives solutions – with a strong goal focus and appropriate level of urgency</p>

Theme: The With Whom

KSBs from the Standard	Minimum Requirements for a Merit
<p>Communication: communicates effectively in writing, verbally and face to face appropriately through different digital channels, including e mail, telephone and collaborative technologies, including digital specialists and others, using technical terminology and non-technical terminology as appropriate, whether for internal or external communication.</p>	<p>Scope and appropriateness – the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with</p> <p>Internally – works alone, 1:1, in a team and across the company with colleagues at all levels</p> <p>Externally – works with customers, suppliers and partners in a variety of situations</p> <p>Reads situations, adapts behaviours, and communicates appropriately for the situation and the audience</p>
<p>Working with colleagues: works with internal colleagues across the organisation – whether digital specialists or otherwise</p>	
<p>Working with customers: works with a very wide range of customers and external users – from a wide variety of backgrounds, with a wide variety of needs and with a wide variety of digital competence, including dealing with difficult and challenging situations</p>	

	<p>Reliability – the extent to which they perform and behave professionally</p> <p>Can be trusted to deliver, perform and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the highest values and business ethics</p> <p>A role model and exemplar to others</p> <p>Actively inspires and leads others, takes others with them, leads by example</p>
--	---

2D) DISTINCTION

An apprentice will achieve a distinction if the Merit requirements are achieved for EACH of The What, The How and the With Whom, as set out above