Digital and IT Skills

Digital Support Technician v1.1

20 June 2023

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Slides

The slides will be sent to all attendees alongside the recording after the webinar

Questions

Please add your questions into the question function on the control panel. Will we endeavour to answer all questions.

If the session cuts off

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Contents

9703 Level 3 Digital Support Technician

The broad purpose of a Digital Support Technician is to maximise the effective use of digital office technologies, productivity software and digital communications. These will include collaborative technologies, and digital information systems.

Digital Support Technicians interact with a wide variety of internal or external users of digital systems and communicate through digital channels, by phone and/or face to face. Digital Support Technicians work under general direction, using discretion in identifying and dealing with complex issues. They receive clear instructions and have their work reviewed at frequent milestones and determine when issues should be escalated to a higher level.

They may supervise others or make decisions which impact the work assigned to others or to other phases of projects. A Digital Support Technician plans, schedules and monitors their own work within limited deadlines and according to relevant law, standards and procedures.

9703 Pathways

A Digital Support Technician will select one of the following two options.

A **Digital Applications Technician (DAT)** helps their organisation and its internal users to maximise the use of digital technologies. They help organisations adapt to and exploit changes in technology to meet objectives and maximise efficiency. They ensure effective use of digital office technologies, productivity software, digital communications, including collaborative technologies, and digital information systems.

A **Digital Service Technician (DST)** supports external customers and clients through a wide variety of digital channels. A DST helps them access and receive services and provides coaching and support to them in their use of the digital systems. A DST will support external customers and clients to complete and submit data remotely. They will help them to diagnose and resolve problems with their access to and use of digital tools.

Digital and IT Skills

Gateway and Timeline

Gateway

EPA Period

This will only start once the employer is satisfied that the apprentice is consistently working at, or above the level of, the Standard.

The apprentice must be able to evidence that they fully demonstrate the Occupational Standard and required level of professional competence in an authentic workplace context.

Gateway Requirements

- Level 2 English and Maths

- Portfolio of evidence

- Evidence Matrix – Portfolio form (or alternative)

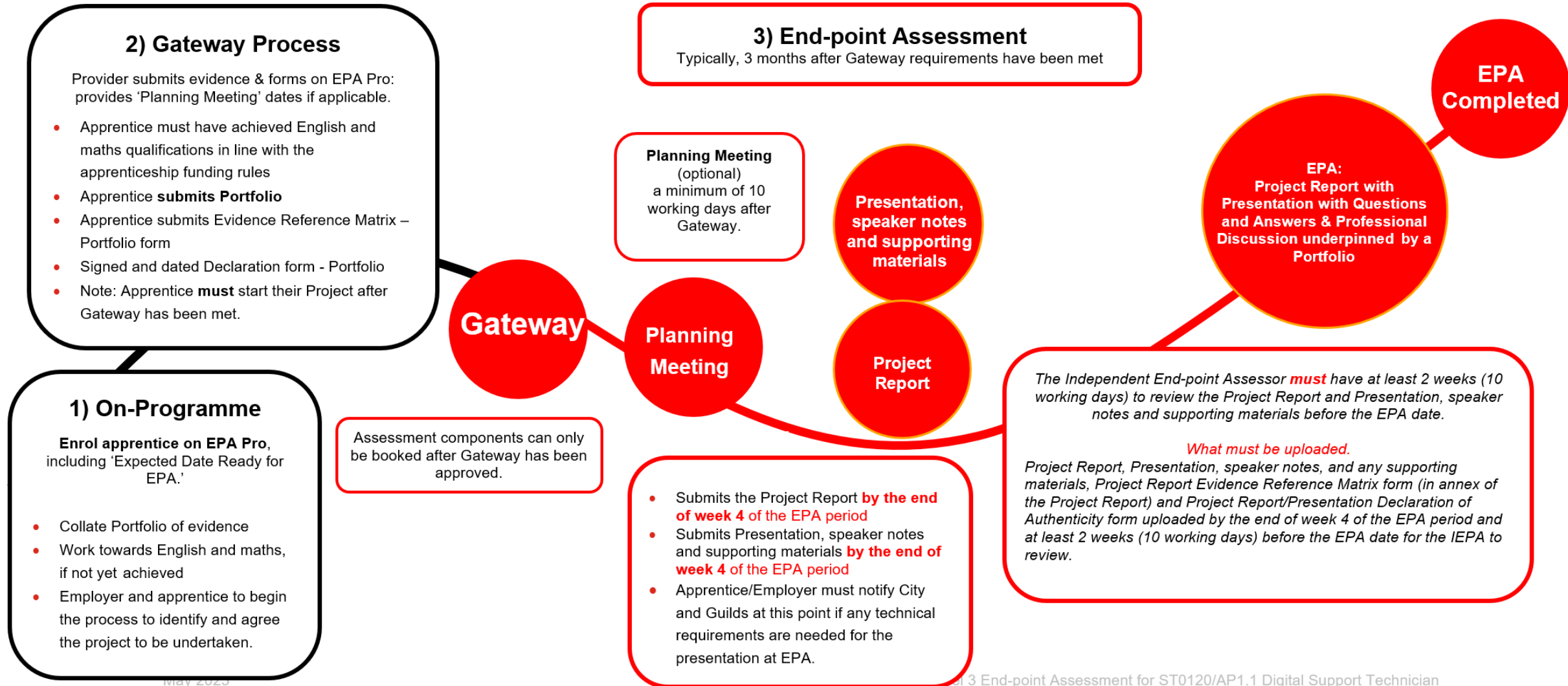- Declaration of Authenticity form for the Portfolio

EPA Pro

- Gateway Declaration Form signed by the apprentice

- Gateway Declaration signed by the provider, on behalf of the employer – confirming the apprentice has completed at least 12 months on-programme

City & Guilds will confirm when all Gateway requirements have been approved – the apprentice **must** start their Project after Gateway approval.

Timeline

2) Gateway Process

Provider submits evidence & forms on EPA Pro: provides 'Planning Meeting' dates if applicable.

- Apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules
- Apprentice **submits Portfolio**
- Apprentice submits Evidence Reference Matrix – Portfolio form
- Signed and dated Declaration form - Portfolio
- Note: Apprentice **must** start their Project after Gateway has been met.

3) End-point Assessment
Typically, 3 months after Gateway requirements have been met

Planning Meeting (optional) a minimum of 10 working days after Gateway.

Gateway

Planning Meeting

Presentation, speaker notes and supporting materials

Project Report

EPA: Project Report with Presentation with Questions and Answers & Professional Discussion underpinned by a Portfolio

EPA Completed

1) On-Programme

Enrol apprentice on EPA Pro, including 'Expected Date Ready for EPA.'

- Collate Portfolio of evidence
- Work towards English and maths, if not yet achieved
- Employer and apprentice to begin the process to identify and agree the project to be undertaken.

Assessment components can only be booked after Gateway has been approved.

- Submits the Project Report **by the end of week 4** of the EPA period
- Submits Presentation, speaker notes and supporting materials **by the end of week 4** of the EPA period
- Apprentice/Employer must notify City and Guilds at this point if any technical requirements are needed for the presentation at EPA.

*The Independent End-point Assessor **must** have at least 2 weeks (10 working days) to review the Project Report and Presentation, speaker notes and supporting materials before the EPA date.*

What must be uploaded.
Project Report, Presentation, speaker notes, and any supporting materials, Project Report Evidence Reference Matrix form (in annex of the Project Report) and Project Report/Presentation Declaration of Authenticity form uploaded by the end of week 4 of the EPA period and at least 2 weeks (10 working days) before the EPA date for the IEPA to review.

May 2023

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Digital Credentials

Digital Credentials

Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients, and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature, and on a CV. This is a complimentary service in addition to the paper certificate.

Level 3 Digital Support Technician – Digital Applications Technician ST0120/AP1.1 - 9703-12 (Distinction) - Credly

City & Guilds EPA Digital Credentials webpage

or contact digitalsupport@cityandguilds.com

Professional Discussion underpinned by Portfolio

Requirements / Knowledge, Skills and Behaviours

Professional Discussion underpinned by Portfolio

Professional Discussion

The Professional Discussion will be appropriately structured to draw out the best of the apprentice's **competence** and **excellence**.

The Professional Discussion will involve the questions that cover all the knowledge, skills and behaviours (KSBs) assigned to this assessment method and will **consider the supporting evidence in the apprentice's Portfolio of Evidence**.

The two-way discussion will cover both what the apprentice has produced and how they have done it. This assessment method makes use of **naturally occurring evidence** collated in the Portfolio of Evidence to support the assigned KSBs.

It also allows for assessment of KSBs that **do not occur** on a predictable or regular basis or may not naturally occur during the Scenario Demonstrations.

Authenticating the apprentice's work

The IEPA must ensure all decisions satisfy Validity, Authenticity, Currency and Sufficiency (VACS). For evidence produced outside controlled conditions, the apprentice will be required to:

- sign a declaration that the work is their own

- reference all sources.

Professional Discussion underpinned by Portfolio

Submitting the Portfolio of Evidence

The apprentice will prepare a Portfolio of Evidence during the on-programme phase of their apprenticeship. The Portfolio will be reviewed by the IEPA. It should be a concise collection of the apprentice's best pieces of evidence, should efficiently demonstrates the apprentice's performance in relation to the KSBs and grading descriptors and showcases their highest quality work.

The Portfolio of Evidence is **not** graded.

The apprentice can use the Portfolio to provide evidence to support their accounts of their work during the Professional Discussion.

The Portfolio must be submitted electronically in line with City & Guilds requirements at the Gateway and it must contain sufficient evidence to demonstrate the KSBs assigned to this assessment method.

Assessment Environment

The Professional Discussion will be undertaken by the same IEPA who has assessed the apprentice's Portfolio of Evidence. This IEPA will also make the grading decision.

The Professional Discussion will take place in a controlled environment, free from distractions and external influence. The discussion usually takes place remotely via online video conferencing.

Professional Discussion underpinned by Portfolio

Evidence Requirements

The Portfolio should meet the following:

- Adequately demonstrate KSBs

- Mapped against the KSBs

- Evidence used holistically to demonstrate more than one KSB

- Must **not** include self-assessments as evidence

Evidence may include:

- workplace documents, e.g. workplace policies, procedures and records

- photographic evidence with annotations

- video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable at all times

- witness statements or other employer contributions that focus on direct observation of performance rather than opinions

Witness Statements

Witness statements should include:

- Their relationship to the apprentice

- Their name and job title

- Evidence that was generated on-programme

- Approximate date of work-based examples

- Clear examples of direct observation where the apprentice has demonstrated competency against the Standard whilst on programme.

Professional Discussion underpinned by Portfolio

Selecting Evidence

Apprentices should consider:

- The grading descriptors and relevant KSBs to be covered by the Portfolio

- The type of evidence that can be presented

- The amount of evidence that should be presented

- The currency of evidence which must be produced while the apprentice is undertaking their apprenticeship

Evidence collected towards the end of their apprenticeship programme, as they become independent in their work, is likely to provide the **most holistic evidence**. i.e. covering multiple KSBs and grading descriptors at once. From this, they should select evidence that **most efficiently meets all** the relevant grading descriptors and KSBs and which demonstrate their best performance.

There are two questions that an apprentice should consider when selecting work to form their portfolio:

1. Which pieces holistically (most efficiently) give evidence that together cover all of the relevant KSBs?

2. Is this the best evidence I have, showing that I have met all of the requirements for the higher grade?

Professional Discussion underpinned by Portfolio

Professional Discussion

The IEPA will conduct and assess the Professional Discussion. It will last for 60 minutes. The apprentice will be asked a minimum of 12 questions, the IEPA may use follow up questions to clarify any points the apprentice has raised.

The apprentice and the IEPA will have access to their own copies of the Portfolio throughout the Professional Discussion and both can refer to it as needed. The apprentice should draw on the contents of the Portfolio to underpin the discussion, selecting items to inform and enhance their answers.

Grading the Professional Discussion

The Professional Discussion will be graded Fail, Pass or Distinction. To pass the assessment method, the evidence presented **must meet all the Pass criteria** for the Professional Discussion. To achieve a distinction, the evidence presented **must meet all the pass criteria and all the distinction criteria** for the Professional Discussion.

Professional Discussion underpinned by Portfolio - Themes

KSBs have been mapped to themes for each assessment method:

Theme	KSBs	Theme	KSBs
(Core) Digital Technologies	K1 S1 B2 B4	(Core) Digital Technologies	K1 S1 B2 B4
(Core) Digital and Information Security	K3 K4 K8 S3	(Core) Digital and Information Security	K3 K4 K8 S3
(Core) Digital Information Management Systems	K7 S5	(Core) Digital Information Management Systems	K7 S5
(Core) Communication	K10 K11 S6	(Core) Communication	K10 K11 S6
(Core) Digital Learning	K12 K15 S7	(Core) Digital Learning	K12 K15 S7
(Core) Continuous Improvement	K14 S9 B5	(Core) Continuous Improvement	K14 S9 B5
(Core) Teamwork	K13 S10	(Core) Teamwork	K13 S10
Digital Applications Technician (DAT) Themes		**Digital Service Technician (DST) Themes**	
DAT (Applications Support) Application Skills Support	K19 K21 S14	DST (Technical Support) Technical Support and Guidance	K25 K26 S19

Project Report with Presentation, Questions and Answers

Requirements / Knowledge, Skills and Behaviours
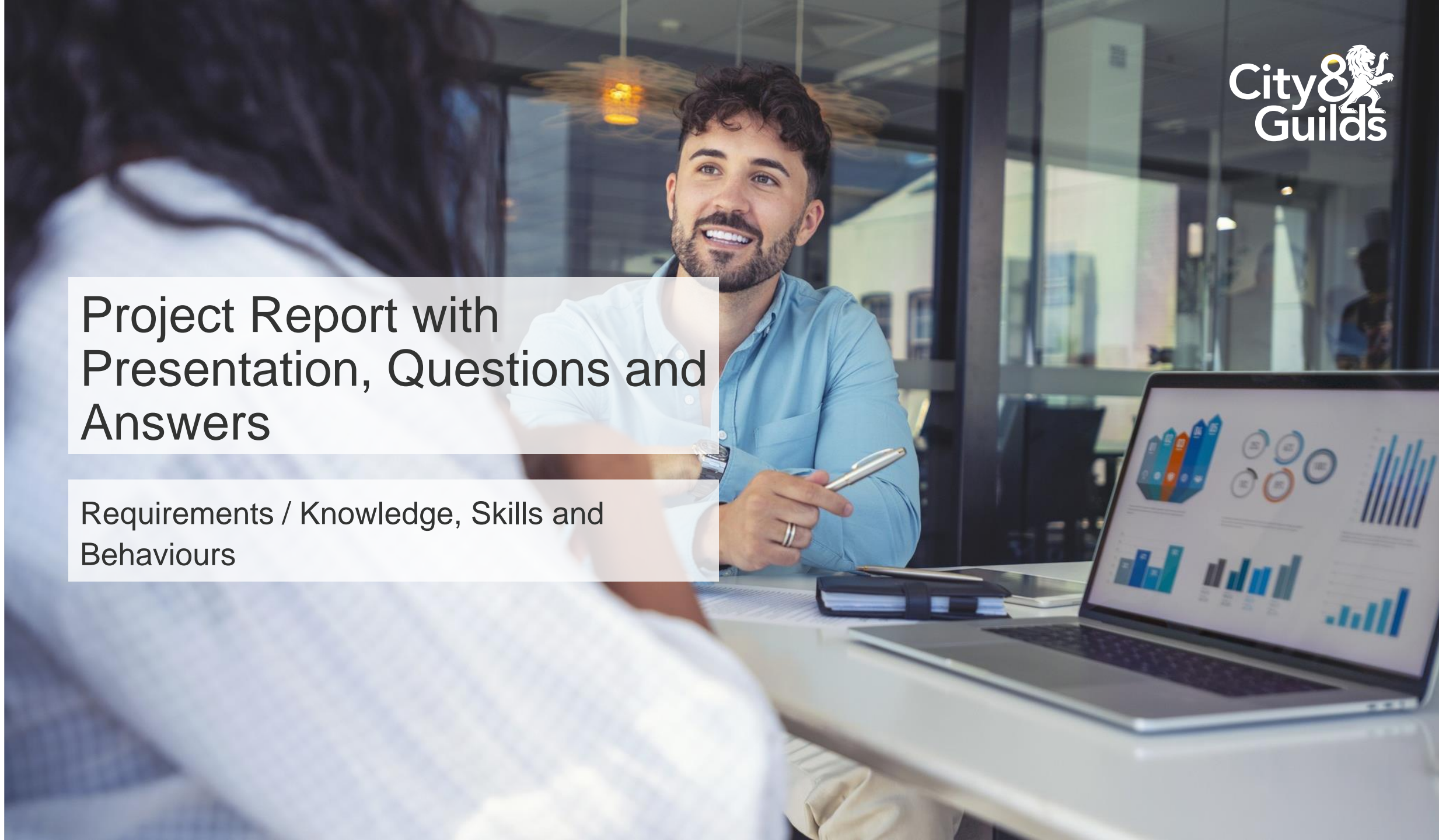
Project Report – Rationale and Aim

A project involves the apprentice completing a significant and defined piece of work that maps to the assessment criteria listed in the assessment plan to deliver a real business application and benefit. It must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

The aim of this project is to show evidence of digital support work that reflects relevant working practices for this role, meets the requirements of the employer organisation and allows the relevant KSBs to be demonstrated for this method of assessment to the highest available grade.

Since the project is work-based, the employer will provide an appropriate customer or other stakeholder specification from their day-to-day business activities. The employer will ensure the project has a real business application and has suitable coverage of the knowledge, skills and behaviours assigned to this assessment method.

City & Guilds are <u>not</u> required to approve a project title before the project commences.

Project Report – Specification

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 a new application or systems

- Proposed changes to operating procedures

- System monitoring – common software issues including determining if the issue is caused by the software or user.

Structure

- an introduction

- the scope of the project (including key performance indicators)

- a project plan

- a summary of actions undertaken by the apprentice

- project outcomes and how these were achieved

- conclusions

- an appendix containing the mapping of how the knowledge, skills and behaviours (KSBs) are evidenced through the project

- an appendix with acknowledgement of any sources used.

The apprentice will have 4 weeks to complete the project. When undertaking the project, the apprentice may work as part of a team, however the project report must be the apprentice's own work and reflect their role and contribution. The project report has a word count of 1500 words (including headings). A tolerance of plus or minus 10% is allowed at the apprentice's discretion. Appendices, references, diagrams etc. will not be included in this total.

Project Report – Word Count

Important note

The specified word count requirement of 1500 words (plus or minus 10%) means the completed report must include at least 1350 words and no more than 1650 words (including headings). The accurately calculated word count for each report **must** be recorded in the 'word count' box at the top of the **Evidence Reference Matrix – Project Report** form.

Under minimum word count

Reports submitted with fewer than 1350 accurately calculated words will be assessed as submitted, there is no specific penalty for failing to meet the minimum word count requirement. However, apprentices are reminded that this shortfall is likely to reduce their opportunity to pass and achieve a higher grade.

Over maximum word count

Reports submitted with more than 1650 accurately calculated words will be assessed as submitted. However, the IEPA will only consider the first 1650 words and not assess any content beyond this limit against the grading criteria. There is no specific penalty for exceeding the maximum word count requirement, however, apprentices are reminded that this is likely to reduce their opportunity to pass and achieve a higher grade.

Project Report – Evidence Submission

The project report and Presentation, speaker notes and supporting materials must be submitted to City & Guilds by the end of week 4 of the EPA Period. At this point, the apprentice must notify City & Guilds of any technical requirements for the presentation, the apprentice must have access to:

- Audio-visual presentation equipment.

- Flip chart and writing and drawing materials.

- A computer.

IEPA Review

The IEPA must have at least 2 weeks (**10 working days**) before the EPA to review both the project report and presentation materials. All the evidence submitted must be in a format that can be opened by the IEPA; where evidence cannot be opened, it will be returned **without** being reviewed.

The project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method. To facilitate comprehensive, consistent mapping of the evidence requirements, use of City & Guilds supplied form is strongly recommended. The accurately calculated word count for each report must be recorded in the 'word count' box at the top of the Evidence Reference Matrix – Project Report form.

Project Report – Presentation with Questions

The purpose of the IEPAs 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 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 presentation and questions must last **45 minutes**. This will **typically** include a presentation of 15 minutes and questioning lasting 30 minutes. The IEPA 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 IEPA **must ask at least 8 questions** after the presentation. Follow up questions are allowed where clarification is required.

Questioning should feel as natural as possible, utilising open questions to allow the apprentice to respond fully, keeping focused and effective. Probing questions can be used to allow additional evidence to be obtained or considered for distinction, where the pass criterion has been met.

The apprentice and the IEPA each have a copy of the apprentice's project report to refer to. The IEPA should ensure that the apprentice is aware of being recorded.

Project Report with Presentation, Questions and Answers - Themes

KSBs have been mapped to themes for each assessment method:

Theme	KSBs
(Core) Data Management	K5 S2
(Core) Working Safely and Securely (Cyber Security)	S11
(Core) Digital Services Support	K6 S4 B3
(Core) Business and Decision Making	K2 K9 K16 S8 B1
Digital Applications Technician (DAT) Themes	
DAT (Applications Support) Digital implementation	K20 S12 S15
DAT (Applications Support) Application Problem Solving	K17 S13
DAT (Applications Support) Productivity	K18

Theme	KSBs
(Core) Data Management	K5 S2
(Core) Working Safely and Securely (Cyber Security)	S11
(Core) Digital Services Support	K6 S4 B3
(Core) Business and Decision Making	K2 K9 K16 S8 B1
Digital Service Technician (DST) Themes	
DST (Technical Support) Information and Products Service	S16
DST (Technical Support) Technical Problem Solving	K22 S17
DST (Technical Support) System Support	K23 K24 S18

Digital and IT Skills

Additional Information

Overall EPA Grading

This End-point Assessment is graded Fail, Pass, Merit or Distinction. The EPA will be assessed and graded by the IEPA. Each assessment has equal weighting towards the overall grade.

Assessment method: Professional Discussion underpinned by a Portfolio	Assessment method: Project Report with Presentation, Questions and Answers	Overall Grading
Fail	Fail	Fail
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Assessment method	Grade scale	% contribution
Professional Discussion underpinned by a Portfolio	X/P/D	50%
Project Report with Presentation, Questions and Answers	X/P/D	50%
Total		100%

Re-sits and Re-takes

Apprentices who fail one or more assessments will be offered the opportunity to take a re-sit or re-take:

- A re-sit is where the apprentice takes the assessment again without the need for new learning

- A re-take is where the employer determines new learning is needed first The employer must agree that either a re-sit or a re-take is appropriate course of action for the apprentice

An apprentice who fails one or more assessment method will be required to re-sit or re-take the failed assessment method(s) only.

Where any assessment method must be re-sat or re-taken, the apprentice **can** still achieve a Distinction grade overall

- A re-sit is typically taken within **1 month** of the EPA outcome notification.

- A re-take is dependent on how much re-training is required and is typically taken **within 2 months** of the EPA outcome notification.

Any assessment method re-sit or re-take must be taken **within a 6-month period** of the Fail notification, otherwise the entire EPA must be taken again, unless, in the opinion of City & Guilds, exceptional circumstances apply outside the control of the apprentice or their employer.

Digital and IT Skills

Opportunities, Support and Next Steps

Associate Vacancies

We are looking for occupationally competent Independent End-point Assessors (IEPAs) and Lead Independent End-point Assessors (LIEPAs) to conduct End-point Assessments, as the apprentice completes their training.

Areas include (but not limited to):
- Information Communications Technician
- Cyber Security Technologist
- Data Technician
- Digital Support Technician
- Infrastructure Technician
- Network Engineer
- Software Developer

Check out our Associate Vacancies site for Person Specifications, Task Profiles and How To Apply.

Home | City & Guilds Associate Vacancies (cityandguilds.com)

LinkedIn Group

We are launching a LinkedIn Group for all things Digital End-Point Assessment and Qualifications here at City & Guilds. We hope to create a strong, supportive network with members from across centres, training providers and employers of all sizes. Asking questions and sharing of best practice is encouraged. The group will focus on information, resources and support for Qualifications and End-point Assessments.

To join, go to: https://lnkd.in/e94Dy3uP or scan the QR code below.

Resources

We are producing new resources continually to maintain and improve the support we provide to you. One new resource we have available is a Learner Preparation video for Information Communication Technician. This is a learner facing resource that gives an insight into what to expect in their End-point Assessment as well as some hints and tips.

If you would like access to this resource, do get in touch with us and also let us know if you are interested in seeing this developed for other parts of our Portfolio.

Next Webinar

We intend the next Webinar to provisionally be held week commencing 31st July 2023. We have a poll going live in the LinkedIn group which will allow you to influence the content of the next Webinar. Head over and submit your choice.

Sign up to email alerts and join the LinkedIn group for updates on upcoming events

https://www.cityandguilds.com/what-we-offer/centres/email-updates

Contacts

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Keep up to date – register for email updates:
https://www.cityandguilds.com/what-we-offer/centres/email-updates

Thank you!

Any Questions?

City&Guilds

About City & Guilds

Since 1878 we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We work with governments, organisations and industry stakeholders to help shape future skills needs across industries. We are known for setting industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We train teams, assure learning, assess cohorts and certify with digital credentials. Our solutions help to build skilled and compliant workforces.

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