



**3 February 2022**

# Information Communication Technician

## Webinar - Questions and Answers

### Introduction

This is a follow up to the questions asked at the recent EPA Walk Thru webinar.

#### 1. Update on Apprenticeship Training Manuals (ATMs)

Network Engineer and Data Analyst has been handed over to our content agency who will be managing the production (copyediting, image research, proofreading, proof stages, typesetting).

ICT is still being worked on by the authors/reviewers and should be ready to handover to content agency by 15th March. This has been delayed as one of the original consultants had to drop out part through the work they were doing and we had to engage a replacement and get them up to speed.

Expected go-live dates are being set as:

- Network Engineer: April 29th
- Data Analyst: April 29th
- Information Communication Technician: 8th June

Our apologies that these are the not the dates we were saying in our webinars, they have slipped due to a number of activities and handover of materials not being completed as we would like.

Software Developer is being built now.

#### 2. Showing versus knowing: would it be assumed knowledge is present if a candidate completes a set of skills from the criteria?

Completing a skills task is not proof of knowledge – the why they did it that way or used a particular tool to perform the task. They could cable a network using Cat 5e, Cat 6, Cat a or Cat 7, just doing it shows they can plug cables in. Why did they use a particular type of cable or use a particular topology?

Always ask, “so what”.

#### 3. Is there a specific format for the mapping document?

While City & Guilds is now providing a template (see the recoding forms document for 9602-12/13/14) we are not insisting that our centres use this. Many Colleges and Private Training Providers have a standard way of working across a range of Standards they work with in a variety of Industry sectors, which we would see continuing with the new and revised EPA requirements. We would, however,



recommend the use of our documents to those who new to delivery of these products or digital apprenticeship Standards.

4. Is there a limit to the size of each of the 5 documents?

There is not a particular limit, but it is important to make sure that this is still a Showcase of their best work and not just loads of bits of work to try and make sure all Knowledge, Skills and Behaviours have been met.

In addition, to much can bury some excellent work that may get missed when they IEPA looks through their portfolio.

5. The restrictions on videos, does this imply that previously accepted material needs to be rejected now, if they're videos?

If you are working on the original Digital Standards then you will be putting your apprentices through the original Assessment Plan and nothing will have changed.

For the new/revised Standards, video is still an acceptable form of evidence though the Employer Group are saying there should be a time cap on them – 10 minutes.

This will work in:

- **Portfolio:** showing the apprentice carrying out an activity and if the portfolio is themed, then there may be more than one clip
- **Project:** the video will can be part of the Project Report or as an appendix item that is referred to in the body of the report.

6. If the employer/manager does not fully grasp the EPA process or the KSBs, are we allowed to guide and suggest the project?

Yes, it is important that you work with/guide the employer around suitable projects, as you need to be confident that the evidence that will be produced for the Project Report will cover the KSBs for this assessment method.

7. If we are unsure on whether a project will be acceptable by C&G, will there be a mechanism where we can get feedback and confirmation from C&G?

City & Guilds has provided guidance and some example projects to help with determining whether a project is or is not suitable. However, the Technical Adviser is willing to take a look at a proposal as long as there is some indication of what evidence is expected and how it will cover the KSBs.

The Technical Adviser can not work from a project title and is not in a position to provide any indication of grading that might be achieved from doing a particular activity.

8. Is the 5 pieces of work on the new standard the same as the old standard?

This is a new standard and the Outcomes (knowledge, skills, behaviours – KSBs) are different. Previous Standard talked about Projects (3 being the ideal), but City & Guilds understand that ICT apprentices may not work on projects and what we are



looking for is how they have performed skills, used their knowledge learnt from you and their employer to undertake those activities and the way they work with colleagues or customers.

It is why we are suggesting themes – we did for the Infrastructure Technician also – as someone doing upgrades for several clients does not have document everyone of those, but using the theme “Hardware Upgrades for Clients” they could use the STARR approach to tell us about it:

- S** My manger made responsible for carrying out a number of hardware upgrades for several of our clients
- T** This involved me doing the following – *whatever the upgrades were* – this is how I planned my work schedule, this is the resources I need and the people involved. *If they had a backup plan, great could put that here or in Reflection.*
- A** Take us through one of the upgrades – screenshots with narrative, video of work showing the apprentice doing the work and narrating what they are doing
- R** At the end of this work di it go well and get the desired result for the client – *a brief mention of one of the others that may not have gone well if they like*
- R** Would you handle this the same way again? Yes, need to know why. No, so what would you do? Did you have to have a Plan B and that is what you would do in future?

9. Can the number of portfolio pieces exceed 5 on either the new or old standard? is 5 the minimum on both?

5 pieces of evidence is not a minimum. For the original digital Standards there was not limit other than the suggestion that 3 projects would seem suitable, but City & Guilds did receive/does receive more than that from apprentices.

The new Standard the 5 is meant to be a typical maximum, but if it went to 6 or 7 in order to make sure the KSBs were covered then we will not be penalising you or the apprentice. Again, this is meant to be a showcase and using themes for Standards that do not lend themselves to apprentices working on projects, will help you see where the gaps are as the documents for them are pulled together and hopefully it will keep the submission to the 5 documents.

10. Further information needed on the new criteria such as : (S16) Use basic scripting to execute the relevant tasks for example PowerShell, Linux.

For all of the new and revised Standards, we recommend going straight to what is required for a Pass and Distinction (if relevant) for the KSBs for each assessment method rather than just looking at the Duties or the KSB statements.

This will help you build a curriculum, but also show clearly to the apprentice the evidence they need to be looking for in their work and help them, you and the



employer to plan what the apprentice needs to do to produce their evidence – Portfolio and Project.

The examples in our EPA Guide and Exemplars are just that, if they produce install batch files or similar then this is scripting. Creating automated update checks, creating something that checks number of logins to the system would be performed using some form of script.

### 11. Is 5 projects/themes per apprentice a limit or a target?

Think of it as a limit, rather than a target. If the apprentice can cover all the KSBs for the Portfolio and Professional Discussion in 2 documents or 3 or even 1, then they do not need to produce more to make up to the 5. As per a previous question, try not to double the amount being submit but an extra 1 or 2 – if required to cover gaps – would be permissible.

### 12. How do we reference Knowledge?

Apprentices need to show that they have learnt from you or the employer through how they plan what they do or make decisions around the actions they take. E.g.

- If they are testing a network connection, what could they use to do that? Why did they choose they method or tools they did? Benefits? What else could they have used and why didn't they – time, the method chosen was best or only option?
- Developing an application they could show why they chose a particular language or programming methodology. Web developers, why use Drupal or PHP or Java or a combination of tools? Why not just HTML 5?

It is not regurgitating curriculum from the learning programme, it has to and will be about “I learnt/was shown xxxxx and so did xxxxx, because xxxx”.

### 13. Will it be possible to access a recording of this video afterwards? Thank you.

All our webinars are recoded and once uploaded to our website can be found here: <http://bit.ly/CGDigitalUpdate>.

### 14. If a video doesn't contain them. Can it be supported with a witness testimony?

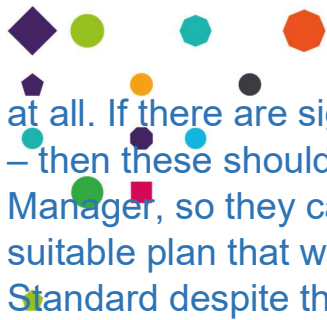
Witness testimonies can be a valid form of evidence and be used to provide details that may not be immediately obvious in a video. If it is to state that they have used certain knowledge, then we would encourage you to get your apprentices to make sure they are narrating why they are doing something or choosing a particular tool.

The Assessment Plan does state:

*the apprentice must be in view and identifiable at all times*

### 15. Is there a simulation limit as with the old standard? and should we highlight if it is simulated evidence.

City & Guilds has always recognised that for apprentice of 16/17 years of age that employers will not necessarily let them undertake certain activities unsupervised, if



at all. If there are significant problems – security or confidentiality issues for example – then these should be brought to the attention of the Technical Advisor or Industry Manager, so they can liaise with the Lead Independent Assessor to come up with a suitable plan that will provide the apprentice with the opportunity to achieve the Standard despite these restrictions on their work.

We will still allow around 10% of Real Work Activity, as we have previously, to ensure the apprentice can demonstrate the skills that would then need to be related to their work place and link the knowledge they have learnt with how it would need to be applied if they were allowed to undertake the activity. It should be noted that the showing of skills was done in this method, a statement like this:

*I work in the NHS and I am not able to stop our network to do certain checks that are required by the Standard. Here I have shown how they would be done with a simple network set up (**talk it through**).*

*This is how it relates to my where I work and these are the plans I would need to put in place, stakeholders I would need to contact and follow up that would be required (**talk it through**).*

16. Presumably, the End Point Assessor will probe answers i.e. "We did ...." - follow up, "So what did you do?"

Faced with an apprentice falling back to “we did” then our assessors will look to pull them back to their role and to get the “I did”. If they have to do this a lot, then the time available to do stretch and challenge questions to get them up to a Distinction for the Professional Discussion will be limited.

Preparing your apprentices to talk about themselves is always the best option.

17. How does the project report differ from the themes examples? I.e. are they showcasing the exact steps (screenshots, videos) or is it literarily a write up.

The main difference is this is a single piece of work rather than a gathering together of similar activities. It is something set by the employer that is of benefit to them (using our guidance and your knowledge of evidence required for the KSBs) and is them on their own.

It is expected that they would provide screenshots, videos or other evidence as part of their write-up to show how they have taken the “brief” from the employer and how they planned, tackled the activity and the relevant results/reflections on their work.

The Project Report needs to contain a minimum of:

- an introduction
- the scope of the project (including key performance indicators)
- how the outcomes were achieved
- research and findings
- project outcomes
- conclusions and potential areas for improvement





If you have used the STARR approach to doing the write-up of the Portfolio, then this will already have your apprentices in the mindset to produce a Project Report that flows naturally.

18. So, if we do our themed projects correctly - we are essentially prepping them for the project report.

In terms of getting them into report writing, yes. But remember the Project is a single activity they must do post Gateway. As above, the STARR way of working – can use it for holding discussions with your apprentices that will then allow them to write what they have told you appropriately – will provide a good basis for the Project Report.

19. Are we to track KSB in the portfolio, or just SB, knowing that knowledge comes from training?

You do need to show mapping of the KSBs for the Portfolio to aid the questions that will be asked in the Professional Discussion. Again, any missed will result in the Independent Assessor having to probe for those items and reducing the amount of time for stretch and challenge questions to get your apprentice up to a Distinction grade.

20. In videos, am I right in thinking the apprentice must be in the shot? Rather than screen recording of an actual process

Yes, we are looking for apprentices to be in shot and undertaking the activity they need to be describing. This shows they have the skills and if they are talking through why they are doing things in a certain way, it can pick up knowledge elements as well.

The Assessment Plan does state quite clearly:

*the apprentice must be in view and identifiable at all times*

21. Would it be a good idea to use the Infrastructure Technician employer reference template and amend accordingly to map to the new duties as a witness testimony Doc. Just so it is a structured doc highlighting the required duties?

The Duties as they are written may not apply to all apprentices. City & Guilds and other EPAOs will not be assessing against the Duties, but against the KSBs and the Pass/Distinction requirements for them.

Use of the Employer Reference could act as a good form for Witness Testimonies, as it could help your employers focus on talking about the skills used, how they have used their learning and the way they work within the organisation in an easy-to-follow way.

22. Is there a sample questions document that could be used for prep?

We have given a couple for these in the Exemplars for Professional Discussion and Project Q & A. We will not be producing a sample as we did for the On-programme



exams (fixed content), as the questioning will depend on what is seen in the Portfolio or the Project Report.

23. In business, there is a report template. is there one for this standard? I usually have the report doc and a supporting doc that includes all the screenshots/evidence that is referred to in the report

We have not provided any report template to be completed by an apprentice, as we recognise that some employers have their own layout they wish all staff to use and some of our training providers also have a format they use when nothing is evident from an employer. It is not our intention to force anyone to use a particular format and we would rather see the evidence collected and written about in a naturally occurring way.

You will find we do now provide an Evidence Reference Matrix for those that do not already have one of these in place or looking for something to use without having to develop something new themselves. These are available in EPA Pro and on our website for this Standard.

24. Do apprentices need to be on EPA Pro 6 months prior to Gateway? Is that right? Our understanding of the ESFA ruling, is that Training Providers must let their EPAOs know 6 months prior to wishing to put apprentices through Gateway.

This would mean registering on EPA Pro 6 months prior to Gateway as stated in the question.

The ruling was brought in to aid EPAOs to capacity plan for their IEPA requirements for each Standard and to stop the registration then immediate booking of EPA that could cause issues at busy times and introduce unnecessary delays to servicing EPA requirements.

25. Is there a forum or discussion group that we could join to share experience and best practice?

City & Guilds would be happy to set up a discussion group using Teams or similar and would welcome ideas on how you would wish this to operate. Our Direct Sales Team have organised some quarterly Teams meetings along these lines that you would be welcome to speak with them about and join.

We could use social media – Facebook, Google Hangouts, etc. – one of our Training Providers has looked to set his own group up already if you wish to get in touch with him:

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