



**Accelerate People**

**Qualification Specification  
Accelerate People  
Level 3 End-point Assessment  
for IT Technical Salesperson  
ST0115/AP02**

**Qualification Number 610/2030/8**

## Document Control Information

Document Details	
<b>Document Name</b>	Qualification Specification Accelerate People Level 3 End-point Assessment for IT Technical Salesperson ST0115/AP02
<b>Purpose of Document</b>	Qualification specification for training providers, employers and apprentices covering the end-point assessment for the IT Technical Salesperson standard
<b>Document Version Number</b>	1.0
<b>Document Status</b>	Live
<b>Document Owner</b>	Product
<b>Next Scheduled Review Date</b>	March 2024

Version History		
Version Number	Date Amended	Changes Made
1.0	March 2023	Document created.

## Contents

<b>Qualification Objective</b> .....	<b>4</b>
<b>The Level 3 IT Technical Salesperson Apprenticeship</b> .....	<b>4</b>
<b>Entry Requirements</b> .....	<b>6</b>
<b>Qualifications</b> .....	<b>6</b>
<b>Experience</b> .....	<b>6</b>
<b>EPA Requirements</b> .....	<b>6</b>
<b>EPA Gateway</b> .....	<b>6</b>
<b>Assessment</b> .....	<b>7</b>
<b>The Employer Reference</b> .....	<b>7</b>
<b>Synoptic Project</b> .....	<b>7</b>
<b>Summative Portfolio</b> .....	<b>8</b>
<b>Interview</b> .....	<b>8</b>
<b>Assessment Criteria</b> .....	<b>8</b>
<b>The What</b> .....	<b>9</b>
<b>The How</b> .....	<b>11</b>
<b>With Whom</b> .....	<b>13</b>
<b>Grading</b> .....	<b>15</b>
<b>Specimen</b> .....	<b>15</b>
<b>Accelerate People</b> .....	<b>15</b>

## Qualification Objective

The level 3 IT Technical Salesperson apprenticeship is one of a suite of digital apprenticeships that have been designed by industry employers to meet a range of job roles across different industries and sizes of business.

Accelerate People are an end-point assessment organisation (EPAO) for the digital apprenticeship standards that are defined by the Institute for Apprenticeships & Technical Education (IfATE). The [apprenticeship standard](#) and [assessment plan](#) can be found on the [IfATE website](#).

As part of this apprenticeship all apprentices are required to complete an independent end-point assessment (EPA). The purpose of the EPA is to independently assess that any apprentice on this standard is competent in a relevant job role and can evidence meeting all the assessment criteria relating to the knowledge, skills and behaviours (KSB) outcomes.

### The Level 3 IT Technical Salesperson Apprenticeship

#### Role Profile:

The primary role of an IT Technical Salesperson is to sell a company's technical products and services. They need a good knowledge and understanding of the portfolio of technologies that are available. They work to maintain good relationships with existing clients, gaining repeat business wherever possible from customers both internal and external, UK or internationally. They also approach potential customers with the aim of winning new business. They maintain a thorough understanding of existing technologies and those that are emerging.

#### Typical job titles:

Sales Associate, Sales Consultant, Sales Engineer, Entry Level Customer Support, Technical Retail Assistant, Technical Tele Sales, Junior Account Manager.

#### Competencies:

This apprenticeship standard includes competencies to support alignment between the job role and the apprenticeship standard. Listed below are the competencies that all apprentices must demonstrate in their apprenticeship.

#### Technical competencies:

- **Communication:** works both independently and as part of a team and following the organisation's code of practice; demonstrates an ability to communicate effectively and present both in writing and orally at all levels, using a range of tools.
- **Customer Experience:** demonstrates strong interpersonal skills and cultural awareness when dealing with colleagues, customers and clients during sales operations and whilst defining requirements with an emphasis on customer satisfaction and relationship management.
- **Data Security:** operates securely in line with organisational guidance, legislation and organisational software packages and complies with security of data and can effectively record, analyse and communicate data at the appropriate level using the organisation's standard tools and processes throughout all sales interactions.
- **Problem solving:** applies structured techniques for troubleshooting, problem solving and analyses problems by selecting the appropriate tools and techniques in line with organisation guidance when dealing with sales as well as routine tasks.

- Assesses and qualifies sales leads by developing a clear understanding of clients' business needs and advising how these might be met with appropriate products, tools and techniques.
- Project management: works flexibly and demonstrates the ability to work under pressure independently and as part of a team to progress sales and manage their time, workflow, priorities and projects.
- Interprets and follows:
  - Health and safety legislation to securely and professional work productively in the work environment.
  - Data Protection Act 1998.
  - Sales of Goods Act 1979.
- Sales process: professionally operates all sales-related tasks to maintain integrity, brand and company image during negotiations, handling of objections and closing sales with an understanding of the markets and external competitors.
- Technical: ability to understand and explain the technical portfolio and technical systems sold within the organisation and can use the current hardware and operating systems available.
- Database and Campaign Management: prioritises their contacts and keeps an up to date database knowing when and why to contact current consumers or prospects in line with organisational requirements.
- Context / CPD: identifies and negotiates personal development in the context of the wider business and how their role relates to other roles in the business.

#### Technical knowledge and understanding:

- Understands the basic elements and architecture of computer systems.
- Has a working knowledge of Cloud and Cloud Services.
- Understands the principles of secure coding.
- Has a working knowledge of the role IT plays within the broader context of a business strategy.
- Understands the main methodologies used for unified communications.
- Understands the basics of how data storage works and the main technical options available.
- Understands how to communicate using the appropriate language and terminology for audience and cultural awareness.
- Understands the principles and ethics of sales, recognising the importance of delivering value to the customer.
- Understands the sales life cycle, techniques & processes.
- Understands how to negotiate, handle objections and close sales.
- Understands the business product(s) they are responsible for selling including the relevant vendor product(s) as selected by the employer.

#### Underpinning skills, attitudes, and behaviours:

- Logical and creative thinking skills.
- The ability to interact effectively and professionally with a range of different types of customer.
- Ability to think analytically and to solve problems.
- Ability to work independently and to take responsibility.

- Can use own initiative.
- A thorough and organised approach.
- Ability to work with a range of internal and external people.
- Ability to communicate effectively in a variety of situations.
- Maintain productive, professional and secure working environment.
- Ability to operate in a secure manner.

## Entry Requirements

### Qualifications

Apprentices without level 2 English and maths will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Experience

There are no pre-requisite experience requirements defined for entry onto this qualification.

## EPA Requirements

This EPA includes a holistic assessment of the following elements:

- A summative portfolio.
- A synoptic project.
- An employer reference.
- A structured interview.

An independent assessor will assess each element of the EPA and will then decide whether to award apprentices with a fail, pass, merit or distinction grade.

To successfully complete the level 3 IT Technical Salesperson apprenticeship apprentices must achieve at least a pass in each of the “What”, “How” and “With Whom” competencies.

## EPA Gateway

For this apprenticeship all apprentices must spend a minimum of 12 months on programme, of which a minimum of 20% must be spent undertaking off-the-job training, before being eligible to undertake the EPA.

Before starting the EPA, an apprentice must meet the following gateway requirements:

- The employer is satisfied that the apprentice is working at or above the occupational standard.
- Apprentices must have compiled and submitted a portfolio of evidence.

- For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

If required, apprentices may request a reasonable adjustment. Information on how and when to apply is contained within the reasonable adjustments policy.

Once the apprentice is ready to enter gateway the following must be submitted to progress:

- Gateway form:
  - o Demonstrating where evidence has met the outcomes listed on the standard.
  - o Confirming their synoptic project choice and preferred start date for the synoptic project.
  - o Confirming their preferred date for interview.
  - o Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
  - o Confirmation signatures that the apprentice is ready for the EPA.
- Evidence of Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section).
- The apprentices completed electronic portfolio, see [Summative Portfolio](#)
- for further details.
- A completed employer reference, see [Employer Reference](#) for further details.

The gateway form along with all documentation must be uploaded before the EPA can commence. Failure to upload any of the required documentation may delay the EPA start date.

## Assessment

### The Employer Reference

The employer reference provides the employer's perspective on how the apprentice has performed in the workplace and how they have applied their knowledge, competencies, and behaviours in work projects.

The reference **must** cover the following criteria:

- Whether or not the apprentice has met the outcomes listed in the apprenticeship standard.
- How the evidence submitted in the summative portfolio has been completed.
- The quality of the apprentice's work.
- How the apprentice works as part of a team and on their own initiative.
- The apprentice's approach to problem solving and taking responsibility for their actions.
- The apprentice's approach to work and taking on additional activities.
- The apprentice's communication skills.
- The apprentice's customer service skills, both internally and externally.

### Synoptic Project

The synoptic project provides evidence against a selected set of knowledge, competencies, and behaviours against a pre-defined project undertaken in a controlled environment. This is key to ensure consistency and comparability, increasing the accuracy of the assessment decision.

The synoptic project is typically four days and can be completed at the employer's or training provider's location. The apprentice **must** have access to a computer that is connected to the internet.

All projects **do not require** the apprentice to cover every competence listed in the standard. They do require the apprentice to define, design, build and implement a digital campaign across a variety of online and social media platforms. The apprentice will be expected to demonstrate a selection of knowledge and skills across the remaining outcomes.

All projects will require the apprentice to complete the following:

- Demonstrate the application of knowledge and skills to meet the project outcomes.
- Explain their approach to planning and completing the tasks.
- Behave in a professional and security conscious manner.

## Summative Portfolio

The summative portfolio provides evidence against the totality of the standard, based on the application of knowledge, competence, and behaviours to real work projects in the work environment. This is key to ensure the validity of the final assessment decision.

The portfolio should contain the best evidence produced during the whole of the apprenticeship. All evidence should be clear, well documented and demonstrate competency against the criteria listed in the standard.

The evidence **must** be real work tasks and be relevant to the criteria listed in the Standard. Where more complex tasks have been used these should be prioritised and included in the portfolio as they will demonstrate a broader range of tools and technologies and a higher breadth of knowledge used in the application.

Typically, portfolios will contain 6 high quality tasks covering a range of different criteria in each, although it is expected that there will be overlaps of criteria in each task. Where possible a broad range of tools and technologies should be shown to demonstrate breadth and depth of knowledge and skills.

Where apprentices have worked on confidential or secure tasks, they should write high level statements about these tasks, but **not** upload any restricted information or data, apprentices should be prepared to discuss further details during the interview.

## Interview

The interview is a structured discussion between the apprentice and the independent assessor, focusing on the summative portfolio and the synoptic project, with reference to the employer reference as appropriate. It covers both what the apprentice has done in terms of the standard of their work, and also how they have done it. This enables the EPA to include the full range of technical knowledge and competencies as well as the underpinning skills, attitudes and behaviours.

The interview will last for 60 minutes.

## Assessment Criteria

## The What

This should demonstrate what the apprentice has shown they can do, what tools and technologies they have selected and their appropriateness for the task. What data and security has been used and applied and how that relates to company policies and regulations.

Competency	Expected Requirement
<b>Pass Criteria</b>	
<p><b>Communication</b> Works both independently and as part of a team and following the organisations code of practice; competently demonstrating an ability to communicate both in writing and orally at all levels, using a range of tools.</p>	<p>The apprentice should be able to communicate confidently in the following areas:</p> <ul style="list-style-type: none"> <li>• Oral.</li> <li>• Face-to-face.</li> <li>• Remote.</li> <li>• Diagrammatic.</li> </ul>
<p><b>Customer Experience</b> Demonstrates strong interpersonal skills and cultural awareness when dealing with colleagues, customers and clients during sales operations and whilst defining requirements with an emphasis on customer satisfaction and relationship management.</p>	<p>The apprentice should be able to demonstrate and compile different forms of written professional correspondence.</p> <p>The apprentice must be able to explain different types of communication styles to ensure cultural awareness and appropriateness for customer is taken into account.</p> <p>The apprentice must demonstrate methodologies used to maintain customer relationships.</p>
<p><b>Data Security</b> Operates securely in line with organisational guidance, legislation and organisational software packages and complies with security of data and can effectively record, analyse and communicate data at the appropriate level using the organisation's standard tools and processes throughout all sales interactions.</p>	<p>The apprentice must demonstrate how they comply with organisational security processes and how they would recognised and escalate issues.</p> <p>The apprentice must be able to locate and follow policies and legislation.</p> <p>The apprentice must be able to select and securely use a minimum of 3 analytical tools when working with and analysing data.</p>
<p><b>Problem solving</b> Applies structured techniques to problem solving and analyses problems by selecting the appropriate tools and</p>	<p>The apprentice must be able to select and use a minimum of 4 tools for testing, troubleshooting and analysing problems.</p> <p>The apprentice must be able to demonstrate compliance with organisational guidance.</p>

Competency	Expected Requirement
techniques in line with organisation guidance when dealing with sales as well as routine tasks.	The apprentice should demonstrate processes and practices for obtaining logistical support.
Assesses and qualifies sales leads by developing a clear understanding of clients' business needs and advising how these might be met with appropriate products, tools and techniques.	The apprentice must be able to work effectively with clients to understand what they are trying to achieve and to provide sound advice on how the products, tools and techniques that the company sells can help achieve those business aims.
Project management Works flexibly and demonstrates the ability to work under pressure independently and as part of a team to progress sales and manage their time, workflow, priorities and projects.	<p>The apprentice must be able to demonstrate the ability to prioritise workflow and manage allocated tasks.</p> <p>The apprentice must be able to record tasks and comply with organisation's quality processes.</p>
Legislations Interprets and follows: <ul style="list-style-type: none"> <li>• Health and safety legislation to securely and professional work productively in the work</li> <li>• Environment.</li> <li>• Data Protection Act 1998.</li> <li>• Sales of Goods Act 1979.</li> </ul>	<p>The apprentice must be able to demonstrate their interpretation and secure working practices in accordance with IT legislation and where to locate the appropriate documentation.</p> <p>The apprentice must demonstrate an understanding and apply Health &amp; Safety policies to everyday work.</p> <p>The apprentice must demonstrate they understand the appropriate legislations relevant to their work and how to operate within these guidelines.</p>
Sales process Professionally operates all sales related tasks to maintain integrity, brand and company image during negotiations, handling of objections and closing sales with an understanding of the markets and external competitors.	<p>The apprentice must be able to demonstrate an understanding of the organisation's ethos.</p> <p>The apprentice must demonstrate they can work in a professional manner.</p> <p>The apprentice must be able to demonstrate they can follow the sales lifecycle using the appropriate technologies</p>
Technical Ability to understand and explain the technical	The Apprentice must be able to demonstrate a sound grasp of the technologies within the portfolio of products and solutions their employer sells.

Competency	Expected Requirement
portfolio and technical systems sold within the organisation and can use current hardware and operating systems available.	The apprentice must be able to work effectively with customers to understand the business objectives of those customers and to propose suitable products and solutions to address those business objectives.
Database and Campaign management Ability to prioritise their contacts and keep an up-to-date database knowing when and why to contact current consumers or prospects in line with organisational requirements.	<p>The apprentice must be able to demonstrate a minimum of 2 technical systems to record customer and campaign information.</p> <p>The apprentice must be able to demonstrate how to run reports and gain up to date information.</p> <p>The apprentice must be able to demonstrate they can present the data professionally.</p>
Context / CPD Identifies and negotiates personal development in the context of the wider business and how their role relates to other roles in the business.	The apprentice must be able to demonstrate an appreciation of business objectives and their own role, and to express their own development needs verbally and in writing in that context.
<b>Criteria for a Merit or Distinction (Significantly Above)</b>	
Breadth – the range of tools and methods understand and applied.	<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>
Depth – the level to which these tools and methods are understood and applied.	<p>A capable user - exploits the functionality/capability of the tools and methods.</p> <p>Broad understanding of different tools and methods and how and why they can be applied in different contexts.</p>
Complexity – the extent and prevalence of inter-related and interdependent factors in the work and how well the apprentice has dealt with these.	Deals confidently and capably with interrelated and interdependent factors in their work.

## The How

This should demonstrate how the apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role and how they contribute to the wider business objectives and show an understanding of the wider business environments. Their ability to use both logical and creative thinking skills when undertaking work tasks, recognising, and applying

techniques from both and how they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively.

Competency	Expected Requirement
Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role.	<p>Knows what skills, knowledge and behaviours are needed to do the job well.</p> <p>Are aware of their own strengths in the job role, and any areas for improvement.</p> <p>Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders). Are aware of potential risks in the job role (e.g. security, privacy, regulatory).</p> <p>Use personal attributes effectively in the role.</p> <p>Understand how the job fits into the organisation as a whole.</p>
Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments.	<p>Understands the goals, vision and values of the organisation.</p> <p>Aware of the commercial objectives of the tasks/ projects they are working on.</p> <p>Understands their role in meeting or exceeding customers' requirements and expectations.</p> <p>Is in tune with the organisation's culture.</p>
Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both.	<p>Logical thinking:</p> <ul style="list-style-type: none"> <li>• Recognises the conclusion to be reached.</li> <li>• Proceeds by rational steps.</li> <li>• Evaluates information, judging its relevance and value.</li> <li>• Supports conclusions, using reasoned arguments and evidence.</li> </ul> <p>Creative thinking:</p> <ul style="list-style-type: none"> <li>• Explores ideas and possibilities.</li> <li>• Makes connections between different aspects.</li> <li>• Embraces ideas and approaches as conditions or circumstances change.</li> </ul>
Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively.	<p>Problem-solving:</p> <ul style="list-style-type: none"> <li>• Analyses situations.</li> <li>• Defines goals.</li> <li>• Contributes to the development of solutions.</li> <li>• Prioritises actions.</li> <li>• Deals with unexpected occurrences.</li> </ul>
<b>Criteria for a Merit or Distinction (Significantly Above)</b>	

Competency	Expected Requirement
Responsibility – the scope of responsibility and level of accountability demonstrated in the apprentice’s work.	Undertakes work that is more complex, more critical or more difficult.  Works independently and takes responsibility.
Initiative.	Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes.  Doesn’t just solve the problem but explores all known options to do it better, more efficiently, more elegantly or to better meet customer needs.
Delivery focus – the extent to which the apprentice has shown they can grasp the problems, identify solutions and make them happen to meet client needs.	Shows good project management skills, in defining problem, identifying solutions and making them happen.  Demonstrates a disciplined approach to execution, harnessing resources effectively.  Drives solutions – with a strong goal focused and appropriate level of urgency.

### With Whom

This should demonstrate who the apprentice has worked with, the personal and interpersonal qualities the apprentice has brought to all their work relationships, the range, and levels of customers/stakeholders (internal and external) they engage with and how they have dealt with any barriers or issues.

Competency	Expected Requirement
Apprentices can manage relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, internal or external and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand.  Apprentices can establish and maintain productive working relationships, and can use a range of different techniques for doing so.	Managing relationships: <ul style="list-style-type: none"> <li>• Understands the value and importance of good relationships.</li> <li>• Acknowledges other people’s accomplishments and strengths.</li> <li>• Understands how to deal with conflict.</li> <li>• Promotes teamwork by participating.</li> </ul> Customer/client relationships: <ul style="list-style-type: none"> <li>• Understands their requirements, including constraints and limiting factors.</li> <li>• Sets reasonable expectations.</li> <li>• Understands how to communicate with them in decisions and actions.</li> <li>• Interacts positively with them.</li> <li>• Provides a complete answer in response to queries (‘transparency’, ‘full disclosure’).</li> </ul> Stakeholders: <ul style="list-style-type: none"> <li>• Understands who they are and what their ‘stake’ is.</li> </ul>

Competency	Expected Requirement
	<ul style="list-style-type: none"> <li>• Prioritises stakeholders in terms of their importance, power to affect the task and interest in it.</li> <li>• Agrees objectives.</li> </ul>
<p>Apprentices can communicate effectively with a range of people at work, one-to-one and in groups, in different situations and using a variety of methods.</p> <p>Apprentices can demonstrate various methods of communication, with an understanding of the strengths, weaknesses and limitations of these, the factors that may disrupt it, and the importance of checking other people's understanding.</p>	<p>Intention/purpose:</p> <ul style="list-style-type: none"> <li>• Understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, negotiate etc.)</li> <li>• Checks that the person/people with whom one is communicating also understand the purpose.</li> <li>• Is sensitive to the dynamics of the situation.</li> <li>• Is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history).</li> </ul> <p>a. Method:</p> <ul style="list-style-type: none"> <li>• Understands the most appropriate method for the situation.</li> <li>• Aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity).</li> <li>• Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.)</li> </ul> <p>b. Execution:</p> <ul style="list-style-type: none"> <li>• Expresses self clearly and succinctly, but not over-simplifying.</li> <li>• Checks that the other person/people understand what is being expressed.</li> <li>• Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload).</li> <li>• Modifies the purpose and methods of communication during a situation in response to cues from the other person/people.</li> </ul>
<b>Criteria for a Merit or Distinction (Significantly Above)</b>	
<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 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>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 values and business ethics.</p>
<p>A role model and exemplar to others.</p>	<p>Actively works with others and leads by example.</p>

## Grading

Grading takes place at the end of the apprenticeship, following the end point assessment. The output is a single grade: pass, merit, or distinction for the entire apprenticeship.

The independent assessor will make a holistic judgement of all the submitted evidence, they will not make assumptions, their decisions will only be made on what they have seen or heard during the EPA.

For a pass, each of the three sets of criteria must demonstrate at least the expected (minimum requirement) level of quality.

For a merit, the What has to be significantly above the level of quality and one of either the How or the With Whom has to be significantly above the level of quality expected.

For a distinction, all three sets of criteria must be significantly above the expected level of quality.

What	How	With Whom	Overall Grading
Minimum not met	Any level	Any level	<b>Fail</b>
Any level	Minimum not met	Any level	<b>Fail</b>
Any level	Any level	Minimum not met	<b>Fail</b>
Minimum requirement met	Minimum requirement met	Minimum requirement met	<b>Pass</b>
Minimum requirement met	Significantly above	Minimum requirement met	<b>Pass</b>
Minimum requirement met	Minimum requirement met	Significantly above	<b>Pass</b>
Significantly above	Minimum requirement met	Minimum requirement met	<b>Pass</b>
Significantly above	Minimum requirement met	Significantly above	<b>Merit</b>
Significantly above	Significantly above	Minimum requirement met	<b>Merit</b>
Significantly above	Significantly above	Significantly above	<b>Distinction</b>

## Specimen

All specimen materials, such as an example project, can be accessed by registered training providers from the knowledge area on ACE360.

## Accelerate People

Accelerate People are an independent EPAO specialising in digital apprenticeship EPAs. If you have any questions or queries relating to this qualification specification or EPA, please contact us using the details below.

Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

Contact Details:

**Email:** [info@accelerate-people.co.uk](mailto:info@accelerate-people.co.uk).

**Visit:** [www.accelerate-people.co.uk](http://www.accelerate-people.co.uk)

**Registered office:** Accelerate People Limited, Scale Space, Imperial College White City Campus, 58 Wood Lane, London, W12 7RZ.

**Registered in England with number:** 09577006.

**Registered Apprenticeship Assessment Organisation Number:** EPO 0475.