



**Accelerate
People**

Qualification Specification

Accelerate People L3 EPA for Digital Support Technician ST0120/V1.1

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Version History		
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1.0	January 2023	Document created.
V1.1	October 2023	Edited AM1 to clarify that submission should include presentation speaker notes and supporting materials only alongside the project report. Edited Project Report guidance to better align with wording in the assessment plan.
V2.0	February 2025	Document rebranded. Edited gateway requirements to accommodate change in policy for English and Maths requirements.

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Qualification Objective

The level 3 Digital Support Technician apprenticeship is one of a suite of 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 Digital Support Technician apprenticeship standard includes two options for an apprentice to specialise in. These are Digital Applications Technician (DAT) and Digital Service Technician (DST). Each option has a set of specific assessment criteria that must be met for that option. There is also a core set of assessment criteria that must be met by both options.

The Level 3 Digital Support Technician Apprenticeship

Role Profile:

This occupation is found in organisations, large and small, in all sectors, and within public, private and voluntary organisations. Organisations of all types are increasing applying digital technologies across all their business functions to maximise productivity. The demand for people who can support and implement these digital operations and digital change projects is increasing. Organisations of all types are increasingly supporting their service users through online and digital channels. Organisations are developing omni-channel approaches to meeting customer needs to deflect telephone and face-to-face contacts and so reduce costs.

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.

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.

In their daily work, Digital Support Technicians interact with a wide variety of internal or external users of digital systems. They will 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. Digital Support Technicians interact with and influence others, having working level contact with colleagues or customers. 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.

Digital Applications Technicians (DAT) devise digital productivity solutions and roll them out in the organisation. They work as digital champions, training and supporting colleagues to make the best use of digital tools and diagnose problems. They provide internal end-user application support. The DAT may also assist with digital operations and digital change projects.

Digital Service Technicians (DST) help customers and clients register for and access data, products and services through online and digital channels. This can be as part of a sales or customer service process. They support and coach external users in their use of these digital systems. They diagnose and resolve external users' digital problems with accessing and using digital tools. A DST also advises on related hardware and software

problems. They use software packages and tools such as collaborative technologies, to interface effectively with external end-users. They will use a variety of digital channels to maximise effective external user support and to resolve external end-user problems. A DST will use and maintain information systems such as Customer Relationship Management tools to manage service delivery, improve user experience and increase efficiency.

Typical Job Titles:

Applications and on-line service executive, data administrator, database administrator, digital applications specialist, digital champion, digital coach, digital service advisor, digital service agent, digital service support, digital support professional, digital systems operator, digital transformation associate, ICT support analyst, IT operations technician, operations technical specialist, service centre operator, technical support professional.

Duties:

This apprenticeship standard includes duties to support alignment between the job role and the apprenticeship standard. Listed below are the duties that all apprentices must demonstrate in their apprenticeship. These duties are not assessed or graded as part of the EPA.

Core Duties:

Duty 1: Provide technical support to customers through a range of communication channels.

Duty 2: Manage their time, prioritising their digital support workflow to meet critical milestones.

Duty 3: Apply relevant policies and legislation appropriate to their role, and follow appropriate escalation procedures.

Duty 4: Undertake basic data analysis utilising appropriate digital technologies.

Duty 5: Maintain security of data by applying the appropriate policies and complying with legislation.

Duty 6: Support continuous improvement activity within the organisation.

Duty 7: Resolve digital issues using the appropriate tools and technologies.

Duty 8: Collaborate with stakeholders to manage expectations, escalating as appropriate.

Duty 9: Take responsibility for own continuous professional development (CPD) by keeping up to date with technological developments.

Duty 10: Document actions to ensure a clear audit trail and progression of issues.

DAT Duties:

Duty 11: Take appropriate action when application problems are identified.

Duty 12: Support application users, advising on how to optimise productivity.

Duty 13: Provide application training to users as required.

Duty 14: Source information to support, advise or guide as appropriate to the audience.

DST Duties:

Duty 15: Determine the root cause of technical issues to identify the potential solutions.

Duty 16: Take appropriate action when technical problems are identified.

Duty 17: Configure a range of digital devices or systems to meet user needs.

Duty 18: Communicate technical concepts or solutions using appropriate language for the audience.

Entry Requirements

Qualifications

Apprentices aged 16-18 on their apprenticeship start date, 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.

Apprentices aged 19+ on their apprenticeship start date, without level 2 English and maths, are exempt from achieving this prior to taking their EPA; this exemption is by prior agreement between the apprentice and employer.

Experience

There are no pre-requisite knowledge, skills or understanding requirements defined for entry onto this qualification.

EPA Requirements

To successfully complete the level 3 Digital Support Technician apprenticeship apprentices must achieve at least a pass in both EPA assessment methods. This EPA consists of two discrete assessment methods which have the following grades awarded.

Assessment Method 1 (AM1): Project report with presentation, questions and answers.

- Fail.
- Pass.
- Distinction.

Assessment Method 2 (AM2): Professional discussion underpinned by a portfolio.

- Fail.
- Pass.
- Distinction.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be re-sat/re-taken.

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 to underpin the professional discussion.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.

Apprentices may request additional time if they require 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:
 - Demonstrating where evidence has met the outcomes listed on the standard.
 - Demonstrating where the knowledge has been completed and uploading evidence of any certificates, if applicable.
 - Confirming the preferred date for each assessment method.
 - Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
 - 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), **or**
 - Confirmation that the apprentice is exempt from achieving English and Maths qualifications.
- The apprentices completed electronic portfolio (for AM2).

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.

Knowledge, Skills and Behaviours

There are no mandatory vendor qualifications or knowledge modules for this apprenticeship. Apprentices are expected to be able to demonstrate competence

against the assessment criteria specified within the assessment plan. The assessment criteria are based on the following KSBs, which apprentices are expected to be competent in before entering gateway.

Core Knowledge

K1: Digital office automation technologies; how to use them to create, update, edit, manage, and present data; the organisation's use of templates and their best working practice; how these tools can be used to collaborate with others.

K2: Types of digital architecture and how it relates to their organisation; physical storage versus cloud; role of operating systems and servers.

K3: The importance of backing up data securely and the technologies that support it.

K4: The principles, processes and procedures for the secure handling of data in compliance with legislation.

K5: The concepts and fundamentals of data; searching, storing, integrating, and organising data; how organisations use various types of data; the key features and functions of information systems; data formats and their importance for analysis; data entry and maintenance.

K6: The key principles and processes for diagnosing stakeholder's digital problems.

K7: Principles of a helpdesk system, including accessing and maintaining stakeholder information and the contribution of helpdesk system to the organisations performance and customer service.

K8: Approaches to risk mitigation for data loss including confidentiality, integrity and availability.

K9: Significance of an organisation's digital presence; how this is maintained and what products are used; how the brand is represented and safeguarded.

K10: Approaches to a range of communication channels and how to adapt to different audiences and situations.

K11: The principles and constraints of searching the internet and accessing information securely; Currency- Relevance- Authority- Accuracy- Purpose.

K12: Approaches to planning and organising own learning activities to maintain and develop digital skills (CPD).

K13: Approaches to effective time management and prioritisation.

K14: Principles of continuous improvement within the context of the application and use of digital technologies and the benefits.

K15: Current and emerging digital technologies and the possible implications for work on a support desk including the impacts of digital technologies for climate change, sustainability and moving to net carbon zero.

K16: Approaches to assessing the impact of their actions on other stakeholders within a support desk environment.

DAT Knowledge

K17: Principles of productivity software applications used to create, update, edit, manage, and present data and information including how to support stakeholders in their use.

K18: The features and benefits of digital information systems and how these are used to maintain application support.

K19: Working practices for the productive use and administration of stakeholder's applications.

K20: Organisational approaches to incorporating different digital applications across business functions and the implications for their stakeholders.

K21: Approaches to the training and support of stakeholders to make the best use of the organisation's applications.

DST Knowledge

K22: The components of databases and their use.

K23: Approaches to stakeholder system configurations and how this impacts on providing technical support.

K24: The importance and security implications of updating and maintaining stakeholders' systems.

K25: Approaches to minimising and communicating the impact of required technical procedures.

K26: Approaches to the training and support of stakeholders to make the best use of the organisation's digital systems.

Core Skills

S1: Use digital technologies, including collaborative tools, to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice.

S2: Use data accurately and securely to meet business requirements and in line with organisational procedures and legislation.

S3: Apply information security principles, for example: information transfer, deletion, storage, usage and communications that may include using mobile devices.

S4: Provide an appropriate and effective response to enquiries, providing support and information utilising digital channels and in line with organisation protocols.

S5: Operate digital information systems, for example; Management- Finance Human Resources; Bespoke departmental or organisational systems or databases.

S6: Communicate effectively through a variety of different channels using terminology appropriate to the audience.

S7: Use digital resources to extend own knowledge and skills relevant to their role.

S8: Risk assess the organisational impact of decisions that they take.

S9: Use digital systems to identify productivity and performance improvements.

S10: Use digital technologies to operate effectively as part of a team, and with other stakeholders, enabling sharing of information and best practice.

S11: Maintain system security in line with organisational policies.

DAT Skills

S12: Support digital operations or digital change and transformation activities.

S13: Investigate application problems and enable resolution to maintain productivity and improve quality of service.

S14: Coach and guide stakeholders to develop their applications skills to use digital systems effectively.

S15: Monitor data to analyse systems use and provide insights to recommend use or applications developments.

DST Skills

S16: Support customers in the use of information, products and services through digital channels.

S17: Diagnoses technical problems by identifying and applying tools and techniques to undertake fault finding, recording and rectification.

S18: Maintain end-user systems physically or remotely. For example: software, hardware or operating systems.

S19: Provide and direct end-users to tools and resources to help them to resolve their digital problems.

Behaviours

B1: Work independently and take responsibility to maintain productive and professional working environment with secure working practices.

B2: Use own initiative when implementing digital technologies and finding solutions to stakeholder's problems.

B3: Professional approach to dealing with stakeholder's problems.

B4: Self-motivated for example: takes responsibility to complete the job.

B5: Takes a sustainable mindset towards digital support activities ensuring climate change and the move to net carbon zero by 2050 is a consideration.

Assessment

AM1: Project Report with Presentation, Questions and Answers

The apprentice will conduct their project and submit an electronic based report, and presentation speaker notes and supporting materials to the EPAO after a maximum of 4 weeks of the EPA start date. Apprentices will prepare their project report and presentation once they have passed the gateway. Following submission of the project, the presentation with questions and answers will take place with an independent assessor.

Project Report

Whilst completing the project, the apprentice should be subject to normal workplace supervision.

The project may be based on any of the following:

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

The project report has a maximum word limit of 1,500, with a tolerance of plus or minus 10% (anything outside of this will be marked as a failure). Appendices, references, and diagrams are not included in this total. The project must map (in an appendix) how it evidences the relevant KSBs for this assessment method as per the table below.

As a minimum all project reports must include:

- A written report.

Presentation with Questions and Answers

Apprentices will prepare their presentation once they have passed the gateway and will submit electronic-based presentation speaker notes and supporting materials to the EPAO after a maximum of 4 weeks of the EPA start date, typically at the same time as they submit the project report.

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 with questions and answers will focus on the content of the project report. The questioning is a structured conversation with an independent assessor and is designed to draw out the best of the apprentice's competence and excellence and covers the assessment criteria assigned to this assessment method.

Key points:

- Presentation with questions and answers will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the presentation with questions and answers will be cancelled.
- Apprentices are required to notify the EPAO of any technical requirements for the presentation.
- The presentation with questions and answers will last for 45 minutes, the presentation will last 15 minutes, and the questioning will last for 30 minutes, with the independent assessor having the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete their last point.
- A minimum of 8 questions will be asked based on both the project report and the presentation, and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their project report and presentation throughout the questions and answers.
- Questions will only be based on the evidence submitted for this assessment method.
- Apprentices will have 10 days' notice of the presentation with questions and answers date.

AM2: Professional Discussion Underpinned by a Portfolio

Portfolio

Training providers must work with the employer and apprentice to select the best evidence completed during the whole of the apprenticeship. All evidence should be real work tasks, and be clear, well documented and demonstrate competency against the assessment criteria listed in the assessment plan.

Typically, portfolios will contain five discreet high-quality tasks covering a range of different assessment criteria in each, although it is expected that there will be overlaps of assessment criteria in each task. Evidence sources may include:

- Written accounts of activities that have been completed.
- Photographic evidence and work products (annotated).
- Work instructions.
- Safety documentation.
- Technical reports.
- Drawings.
- Company policies and procedures as appropriate to the activities.
- Progress review documentation.
- Witness testimonies.
- Feedback from colleagues and/or clients.
- Video clips (up to 5 clips with a maximum individual duration of 5 minutes); the apprentice must be always in view and identifiable.
- This is not a definitive list; other evidence sources are possible.

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 professional discussion.

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio should **not** include any methods of self-assessment or standalone knowledge statements. Any demonstration of knowledge must be in context of a specific work-related task.

Portfolios should be in an electronic format which must be submitted to Accelerate People at gateway. Paper-based portfolios will not be accepted. If an apprentice uploads a video clip this must be a file that can be uploaded with their portfolio. A link to a video will not be accepted and will not be used as part of their evidence.

Professional Discussion

The professional discussion will take place at least two weeks after the portfolio has been accepted at gateway.

- The professional discussion will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam for the entire duration.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.
- The discussion will last for 60 minutes with the independent assessor having the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete their last answer.
- A minimum of 12 questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices must have access to their portfolio throughout the discussion.

Assessment Criteria

AM1: Project Report with Presentation, Questions and Answers

KSB Theme	Pass Criteria	Distinction Criteria
Core		
Data Management K5, S2	Describes the concepts and fundamentals of data. (K5)	Evaluates the impact of maintaining data accuracy and security on the organisation. (K5, S2)

KSB Theme	Pass Criteria	Distinction Criteria
	Uses data accurately and securely to meet business requirements and in line with organisational procedures and legislation. (S2)	
Working Safely and Securely (Cybersecurity) S11	Uses digital technologies to maintain system security. (S11)	Evaluates the organisation's policies to demonstrate how system security is maintained and protects the organisation. (S11)
Digital Services Support K6, S4, B3	Demonstrates valid support and/or responses to enquiries using selected digital channels in line with organisational protocols. (S4) Interacts with stakeholders in a calm and logical manner in accordance with guidelines set out by the organisational code of conduct. (B3) Explains the key principles and processes for diagnosing stakeholder's digital problems. (K6)	Appraises their support or response given to enquiries and if relevant their selection of digital channel by reference to alternative courses of action that were available to them. (S4)
Business and Decision Making K2, K9, K16, S8, B1.	Outlines their organisations digital presence, how it is maintained, what products are used and how relevant brands are represented and safeguarded. (K9) Explains how they establish an approach to work tasks which reflects (their) independent initiative and a responsibility to maintain a productive and professional working environment in line with the policies/code of conduct set out by the company/organisation. (B1)	Evaluates the impact of their activity project on their organisation's digital presence and/or brand. (K9) Evaluates the impact on the organisation of using of risk assessment strategies to make decisions which influence project outcomes. (K16 S8)

KSB Theme	Pass Criteria	Distinction Criteria
	<p>Describes their own organisation's digital architecture. (K2)</p> <p>Applies organisational risk assessment strategies in the activity when dealing with stakeholders to make decisions (within a help desk environment). (K16 S8)</p>	
Option 1: Digital Applications Technician (DAT)		
<p>Digital Implementation</p> <p>K20, S12, S15</p>	<p>Demonstrates how they support digital operations and/or digital change and transformation. (S12)</p> <p>Explains how organisations incorporate different digital applications across different business functions and the implications for their stakeholders. (K20)</p> <p>Summarises how they monitor data to analyse systems use and provide insights to recommend use or applications developments. (S15)</p>	<p>Evaluates the improvements digital applications have made to business functions. (K20, S12, S15)</p>
<p>Application Problem Solving</p> <p>K17, S13</p>	<p>Explains how they support stakeholders of common productivity software applications used to create, update, edit, manage, and present data and information. (K17)</p> <p>Investigates application problems and enables resolution to maintain productivity and improve quality of service. (S13)</p>	N/A.
<p>Productivity</p> <p>K18</p>	<p>Describes the features and benefits of digital information systems and how these are used</p>	N/A.

KSB Theme	Pass Criteria	Distinction Criteria
	to maintain application support. (K18)	
Option 2: Digital Service Technician (DST)		
Information and Products Service S16	Supports customers in the use of information, products and services through digital channels. (S16)	Analyses trends which stakeholders use to identify a common theme or issue and recommends solutions to minimise the impact. (S16)
Technical Problem Solving K22, S17	Explains the components of databases and their use in digital support activities. (K22) Explains how they diagnose technical problems by identifying and applying tools and techniques to undertake fault-finding, recording and rectification. (S17)	N/A.
System Support K23, K24, S18	Describes stakeholder's system configurations and how they impact on providing technical support. (K23) Explains the importance and security implications of updating and maintaining stakeholder's systems. (K24) Demonstrates how they maintain end-user systems physically or remotely. For example: software, hardware or operating system. (S18)	N/A.

AM2: Professional Discussion Underpinned by a Portfolio of Evidence

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

KSB Theme	Pass Criteria	Distinction Criteria
Management Systems K7, S5	<p>stakeholder information and the contribution of helpdesk systems to the organisation's performance and customer service. (K7)</p> <p>Describes how they operate digital information systems for example: Management, finance or human resources systems. Other bespoke departmental or organisational systems or databases. (S5)</p>	<p>on the organisation's performance. (K7, S5)</p>
Communication K10, K11, S6	<p>Describes how they communicate through a variety of different channels using terminology appropriate to the audience. (K10, S6)</p> <p>Explains the constraints of searching the internet and accessing information securely by reference to currency; relevance; authority; accuracy; purpose (CRAAP). (K11)</p>	<p>N/A.</p>
Digital Learning K12, K15, S7	<p>Describes planning and organising their own learning to maintain and develop digital skills relevant to their role. (S7, K12)</p> <p>Summarises current and emerging digital technologies and the possible implications for their work including the impacts of climate change, sustainability and the move to net carbon zero. (K15)</p>	<p>N/A.</p>
Continuous Improvement K14, S9, B5.	<p>Summarises the need for continuous improvement with the application and use of digital technologies and the benefits. (K14)</p>	<p>N/A.</p>

KSB Theme	Pass Criteria	Distinction Criteria
	Explains how they use digital systems to identify productivity and performance improvements including the consideration of sustainable approaches. (S9, B5)	
Teamwork K13, S10	<p>Outlines the organisational approaches to time management and prioritisation. (K13)</p> <p>Describes the use of digital technologies to operate effectively within a team and enable the sharing of information and best practice. (S10)</p>	Evaluates the importance and impact of their work on other team members. (K13, S10)
Option 1: Digital Applications Technician (DAT)		
Application Skills Support K19, K21, S14	<p>Explains working practices for productive use and administration of stakeholder's applications. (K19)</p> <p>Describes how they coach and guide stakeholders to develop their applications skills to use digital systems effectively. (K21, S14)</p>	Evaluates the impact of the coaching and guidance provided to stakeholders. (K21, S14)
Option 2: Digital Service Technician (DST)		
Technical Support and Guidance K25, K26, S19	<p>Explains how they identify, minimise and communicate the impact of required technical procedures. (K25)</p> <p>Explains how they train and support stakeholders to make the best use of the organisation's digital system. (K26)</p> <p>Describes how they provide and direct end-users to tools and</p>	Evaluates their selection of tools or actions taken to resolve customer problems. (S19)

KSB Theme	Pass Criteria	Distinction Criteria
	resource to help them to resolve their problem. (S19)	

Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria do not appear in more than one assessment method, therefore an assessment criteria failed in one assessment method cannot then be demonstrated in the other assessment method. All EPA methods must be passed for the EPA to be passed overall.

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

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

Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take the failed assessment method(s) only.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within one month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within two months of the EPA outcome notification.

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

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

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

Specimen

All specimen materials can be accessed by registered training providers from the knowledge area on ACE360.

Accelerate People

Accelerate People are an independent EPAO. 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

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