

# Digital Skills Newsletter - 27

## Keep-in-Touch – VRQ focus

### Dispensation, Mitigations and Adaptations

This will be the final reminder that training providers delivering Apprenticeship Standards need to refer to the NSAR document published on 15 December 2021 that provides guidance on what they will allow us to accept.

Links and options available:

- ✓ **City & Guilds – allowed by Ofqual**
  - [Assessment arrangements for 2022 - Covid-19 | City & Guilds \(cityandguilds.com\)](#)
  - [Adaptations 2022 - Covid-19 | City & Guilds \(cityandguilds.com\)](#)
  - [End-point assessment - Covid-19 | City & Guilds \(cityandguilds.com\)](#)
    - ✓ Includes for declaring venue for assessment is safe where face-to-face activities required
- ✓ **NSAR – issued 15 December 2021**
  - [NSAR Consistency Monitoring Observation Guidance \(cityandguilds.com\)](#)
- ✓ **IfATE – extension to end of February 2022**

As part of the revision around accepting new Vendor products, we have already agreed to accept Azure Fundamentals in lieu of Software Fundamentals from Microsoft, agreed to accept PCAP for Python against Software Languages in the Software Developer Standard and accepted the first Foundation Degree that has been mapped to the same Knowledge module.

If you wish to or are delivering Vendor products not mentioned in our document, please remember all you need to do to get us to accept them is show an 80% match to the Knowledge Module you wish to claim against or its equivalency to an existing Vendor product already on the list.

### Synoptic Projects at home

Following conversations with NSAR, the Synoptic Project assessment dispensation - **Assessments taking place outside of usual venues** – looks set to continue for the foreseeable future (i.e., into 2022). The NSAR document is available on our website under the Digital and IT qualifications area, on the Updates and webinars page - <http://bit.ly/CGDigitalUpdate>.

### Digital Marketer review update

At the last Employer Group meeting, it was agreed that this ensemble should now be opened to a wider audience. This means that they need more employer presence, and we need your help to get employers to join up that like the Digital Marketer content and would like to influence the Assessment Plan.

In many of the revisions of Standards in the Digital Space, we are seeing a preference for the following types of assessment:

- Portfolio (not assessed) with Professional Discussion
- Project (or Case Study) possibly with a Presentation followed by Q&A

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#### [In this Issue](#)

Dispensations, mitigations, adaptations are coming to an end

Digital Marketer - URGENT

VRQ details and actions required

Other news

Hot off the Press

Funding and Policy Webinar

Updates and webinars

Note from David and Ken

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Part of the review was driven to remove the on-programme multiple-choice qualifications, which we know both you and your apprentices are not keen on. One employer body is suggesting that one (or more) of these be moved to the EPA. We think this is not appropriate in this field and other methods (the above included) would be better suited to have apprentices demonstrate their knowledge.

However, IfATE and the Group will not be swayed by providers or EPAOs and that is why we need your help to find employers to help with determining what they see as efficient, effective, and robust assessment for the new product.

In addition, they would also be able to influence the naming of the new product and ensure that it continues to attract apprentices in the same way the Digital Marketer product has to date.

The deadline for the final submission that would include the Standard, Assessment Plan and quotes for the training and EPA need to be submitted to IfATE during September 2022.

## VRQ qualifications published

### IT Professional Systems and Principles / System Support - update

7540 Level 2 and 3, 7630 Level 4 and 4520 Level 2 to 4 are now available with all the new units we promised and a clean up to remove the old named vendor and languages units. As part of this process, we have also created a document that shows the range of programmes you could deliver now use the existing and new units that range from:

The document will be published to our website once we determine whether this should sit on our qualification pages on Updates and Webinar page.

If you are already delivering these qualifications then there is no action required on your part, you can continue to deliver your current programmes (please check units) and now take advantage of the additional units. If you do not deliver the products currently you will need to complete the qualification approval in Walled Garden.

### 7540-12 Level 2 Systems & Principles / System Support – new units

<ul style="list-style-type: none"> <li>▪ Level 2 Creating an object-oriented computer program</li> <li>▪ Level 2 Creating an event driven computer program</li> <li>▪ Level 2 Creating a procedural computer program</li> <li>▪ Level 3 Principles of Information Governance and Assurance</li> <li>▪ Level 3 Testing the security of Information Systems</li> <li>▪ Level 3 Carrying out Information Security Risk Assessment</li> <li>▪ Level 3 Investigating Information Security incidents</li> <li>▪ Level 3 Carrying out Information Security Incident Management activities</li> <li>▪ Level 3 Carrying out Information Security forensic examinations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 3 Carrying out Information Security audits</li> <li>▪ Level 3 System Operation</li> <li>▪ Level 3 System Management</li> <li>▪ Level 3 User Profile Administration</li> <li>▪ Level 3 Principles of secure system development</li> <li>▪ Level 3 Principles of Information Security testing</li> <li>▪ Level 3 Principles of ICT system and data security</li> <li>▪ Level 3 Data Modelling</li> </ul>
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### 7540-13 Level 3 Systems & Principles / System Support – new units

<ul style="list-style-type: none"> <li>▪ Level 2 Creating an object-oriented computer program</li> <li>▪ Level 3 Multimedia Software</li> <li>▪ Level 1 Practical fundamentals of ICT</li> <li>▪ Level 2 Creating an object-oriented computer program</li> <li>▪ Level 2 Creating an event driven computer program</li> <li>▪ Level 2 Creating a procedural computer program</li> <li>▪ Level 2 User Profile Administration</li> <li>▪ Level 2 System Management</li> <li>▪ Level 2 ICT System Operation</li> <li>▪ Level 3 Principles of Information Governance and Assurance</li> <li>▪ Level 3 Testing the security of Information Systems</li> <li>▪ Level 3 Carrying out Information Security Risk Assessment</li> <li>▪ Level 3 Investigating Information Security incidents</li> <li>▪ Level 3 Carrying out Information Security Incident Management activities</li> <li>▪ Level 3 Carrying out Information Security forensic examinations</li> <li>▪ Level 3 Carrying out Information Security audits</li> <li>▪ Level 3 System Operation</li> <li>▪ Level 3 System Management</li> <li>▪ Level 3 User Profile Administration</li> <li>▪ Level 3 Principles of Information Security testing</li> <li>▪ Level 3 Principles of secure system development</li> <li>▪ Level 3 Data Modelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 4 Carrying out electronic forensic examinations</li> <li>▪ Level 4 Carrying out Information Security audits</li> <li>▪ Level 4 Carrying out Information Security forensic examinations</li> <li>▪ Level 4 Carrying out information security incident management activities</li> <li>▪ Level 4 Carrying out Information Security Risk Assessment</li> <li>▪ Level 4 Carrying out Information Security Risk Management</li> <li>▪ Level 4 Designing and developing event-driven computer programs</li> <li>▪ Level 4 Designing and developing object-oriented computer programs</li> <li>▪ Level 4 Designing and developing procedural computer programs</li> <li>▪ Level 4 Human Computer Interaction</li> <li>▪ Level 4 Investigating and Defining Customer Requirements for ICT Systems</li> <li>▪ Level 4 Investigating Information Security incidents</li> <li>▪ Level 4 IT &amp; Telecoms System Management</li> <li>▪ Level 4 IT &amp; Telecoms System Operation</li> <li>▪ Level 4 Testing the security of Information Systems</li> <li>▪ Level 4 Website design</li> <li>▪ Level 4 Website management</li> </ul>
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### 7630-04 Level 4 Systems & Principles – new units

<ul style="list-style-type: none"> <li>▪ Level 3 Principles of Information Governance and Assurance</li> <li>▪ Level 3 Testing the security of Information Systems</li> <li>▪ Level 3 Carrying out Information Security Risk Assessment</li> <li>▪ Level 3 Investigating Information Security incidents</li> <li>▪ Level 3 Carrying out Information Security Incident Management activities</li> <li>▪ Level 3 Carrying out Information Security forensic examinations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 4 Carrying out information security incident management activities</li> <li>▪ Level 4 Carrying out electronic forensic examinations</li> <li>▪ Level 4 Carrying out Information Security audits</li> <li>▪ Level 4 Carrying out Information Security forensic examinations</li> <li>▪ Level 4 Carrying out information security incident management activities</li> <li>▪ Level 4 Carrying out Information Security Risk Assessment</li> </ul>
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**7630-04 Level 4 Systems & Principles – new units (continued)**

<ul style="list-style-type: none"> <li>▪ Level 3 Carrying out Information Security audits</li> <li>▪ Level 3 System Operation</li> <li>▪ Level 3 System Management</li> <li>▪ Level 3 User Profile Administration</li> <li>▪ Level 3 Network Management and Security</li> <li>▪ Level 3 Advanced data representation and manipulation for IT</li> <li>▪ Level 3 Principles of Information Security testing</li> <li>▪ Level 3 Principles of secure system development</li> <li>▪ Level 3 Investigating and defining customer requirements for ICT systems</li> <li>▪ Level 3 Data Modelling</li> <li>▪ Level 3 Design and Plan for an Internal Network Cabling Infrastructure</li> <li>▪ Level 3 Design and Maintain ICT Networks Software Components</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 4 Carrying out Information Security Risk Management</li> <li>▪ Level 4 Designing and developing event-driven computer programs</li> <li>▪ Level 4 Designing and developing object-oriented computer programs</li> <li>▪ Level 4 Designing and developing procedural computer programs</li> <li>▪ Level 4 Investigating and Defining Customer Requirements for ICT Systems</li> <li>▪ Level 4 Investigating Information Security incidents</li> <li>▪ Level 4 IT &amp; Telecoms System Management</li> <li>▪ Level 4 IT &amp; Telecoms System Operation</li> <li>▪ Level 4 Testing the security of Information Systems</li> </ul>
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These units have also been included in 4520-01 to -04 as appropriate, allowing the use of the full range of new content where required.

**IT qualifications in Wales – Apprenticeship changes**

Training providers working in Wales will be aware that there have been several apprenticeship frameworks published that are more role specific and this will mean some changes for the market going forward. We have been told that the IT, Software, Web and Telecoms framework is likely to close this September and at some point, so will the IT User framework, the latter not being seen as a job role and the drive being the Digital Application Support framework.

In response to this, City & Guild has provided a list of qualifications that it would like to put into the role specific apprenticeship frameworks which have appropriate units to use for each. This is a short-term action, and the medium term will see us create specific certification routes within these products to meet the job role of the framework. While Wales has led in the use of qualifications in this way, this last piece of work aligns with what is now expected in England to create Occupational-entry Technical Qualifications (OTQs) that align to Level 3 Apprenticeship Standards.

Qualification re-alignment requested

Apprenticeship Framework	Qualification (s)
Digital Application Support	7574 Diploma in IT Use Skills (Level 2 and Level 3)
Data Analytics	7630-04 and/or 4520-04 (suggested Level 3 Option)
Digital Telecommunications	7540-13 and 7630-04 (suggested Level 2 Option)
IT Infrastructure	7540-13 and 7630-04 (suggested Level 2 Option)
Information Security	7540-13 and 4520-03 / 7630-04 and 4520-04
IT Solutions Development and Support	7540-13 and 7630-04 (suggested Level 2 Option)
Digital Content Management	7513-30 and 7513-40

## 3668-02 and 03 Cabling Communications qualifications

The new versions of the Cabling Communications qualifications have also been published and in both cases will be recognised for ECS cards – at different levels. We have been asked for several years for a full progression to a Level 3 product that provides greater breadth and depth for those who are looking to be professional cable communication installers or wish to design systems, and these are the response developed with industry to meet the requirements that employers have told us are needed for the job roles the wish to employ.

The old 3667-03 will remain, as this covers just Design and Planning of cabling and is still appropriate for those wishing to focus on this alone.

3668-02 Level 2 Award in Cabling Communication		3668-03 Level 3 Certificate in Communications Cabling	
1 Mandatory unit plus 1 Optional unit		2 Mandatory units plus 1 Option unit	
201	Principles of communications cabling (M)	301	Safe working practices and behaviours (M)
202	Fibre optic cabling (O)	302	Telecoms' fundamentals (M)
203	Structured cabling and enterprise networks (O)	303	Fibre optic cabling (O)
204	Air blown fibre (O)	304	Air blown fibre technologies (O)
		305	Passive optical networks (O)
		306	Structured cabling and enterprise networks (O)
		307	Fibre fault finding and diagnostics (O)
		308	Copper fault finding and diagnostics (O)
		309	Design and planning external enterprise networks (O)
		310	310 Design and planning internal enterprise networks (O)
		311	Wireless and cellular (O)

For those providers already offering 3667-02, you will be automatically approved to deliver both new qualifications. If you are interested in delivering these products, please refer to the handbooks and the equipment required to ensure you can provide the learning and experience expected.

## Supporting learning and EPA

### Digital Marketing Institute

We have been discussing with the Digital Marketing Institute on whether they could offer their services and materials to support apprentices on the current Digital Marketer and its replacement (they are part of the Employer Group review board). The idea would be to give apprentices access to learning material that they can view at any time, as well as mini-Ted like talks and such from industry specialist culminating with the apprentice being recognised for meeting the Associate status of DMI (small cost) on successful achievement of their EPA.

We hope to have DMI at one of our KiT webinars in the coming months.

## Feedback from LIEPA reports - reminder

We have looked at the recent LIEPA reports and some of the comments we are seeing internally from our IEPAs. In the main we are seeing some really good work coming through – currently running at **98% Pass** – which shows that you are doing a good job out there, but some bad habits are **creeping back** or have yet to be fully ironed out. Here is a selection that we presented and urge you to speak with us if you are unsure about anything to do with EPA.

### Portfolios

#### **Knowledge Certificates**

We have always said these are not sufficient evidence on their own for the TKUs of a Standard. This is the result of an exam on one day and does not show how the knowledge has been used.

The result is that some of the apprentices find it hard to answer questions when asked about the use of the knowledge and there needs to be some explanation of what they have used it for or how they have used.

We are not looking for a regurgitation of the curriculum learned, but how what they have learned informs their decisions or actions. One centre has had their apprentices put in the certificates, given a brief precis of learning and then how they have used that within their job role. Either way will work, but your apprentice and you cannot just rely on that bit of paper.

#### **One piece of evidence for each TC, TKU and USABs**

Where this approach has been used, the evidence does not fully display how the apprentice has applied the skills and knowledge developed during their apprenticeship. No linking between the tasks to demonstrate how the tasks were conducted from start to finish.

Remember it is about their story, it is why we recommend the STARR approach to putting the evidence together and say to you “get evidence from the work-place and then map it to the Outcomes”. It will flow more naturally, and you will find you have to spend less of your time trying to get them to generate specific evidence.

#### **General errors**

There has been a tendency to focus on evidencing TCs, but not the TKU criteria. The Assessment Plan (not a City & Guilds dictat) state very clearly that **ALL** Outcomes must be addressed in the Portfolio. It is not about writing loads, it's about making sure there is something in there, no matter how small or slight, for the Outcomes that can then be picked up during review and expanded on, if necessary, in the Interview.

We do not mind video or audio evidence, but it needs to be accessible, and you are better off submitting an MP3 or MP4 file rather than what we are seeing, which is

- submitting externally hosted evidence (e.g., Google Sites) for assessment
- apprentices including links to YouTube or Google Drive videos.

Competences (Skills) must be addressed in some part within the evidence submitted, i.e., employer reference, portfolio, and synoptic project, for the IEPA to explore further in the PD – we need to be able to see the skill used rather than just described

## Employer Reference

Your employers are missing the opportunity to provide to evidence of the apprentice working in a manner that meets the requirements of the USAB criteria, which cannot always be shown or seen in the portfolios.

Look to get your employers to provide some specific details of apprentice tasks undertaken and comment on how critical the tasks are or the complexity of the tasks, this helps with the types of questions the apprentice will get and can show the competence toward higher grades.

## Virtual Assessment Service

We have had quite a few providers using Packet Tracer to undertake the Synoptic Projects; however, the apprentices still need to include their planning documentation. As this shows them demonstrating their understanding of the underpinning concepts and meets the given task on planning.

## Bad practice

Please, make sure you are not including any of your feedback to apprentices or that from employers on the evidence you submit. While we will ignore how good you think the apprentice is, it is distracting, and the Assessment Plans do say we should not be accepting material that is marked up.

Of course, you should be giving your apprentices feedback and of course the employer should also. Just make sure the documents you send us are nice and pristine.

## **Links to various external information for apprenticeships**

Area	Links
Coronavirus	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-apprenticeship-programme-response">https://www.gov.uk/government/publications/coronavirus-covid-19-apprenticeship-programme-response</a>
Coronavirus	<a href="https://www.instituteforapprenticeships.org/covid-19-information-regarding-apprenticeships/">https://www.instituteforapprenticeships.org/covid-19-information-regarding-apprenticeships/</a>
App Redundancy Support	<a href="https://help.apprenticeships.education.gov.uk/hc/en-gb/articles/360015630040-Redundancy-SupportService-for-Apprentices">https://help.apprenticeships.education.gov.uk/hc/en-gb/articles/360015630040-Redundancy-SupportService-for-Apprentices</a>
QAR Achievement Rates	<a href="https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2020-to-2021">https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2020-to-2021</a>
Apprenticeship/ Traineeship Latest Data	<a href="https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships-and-traineeships/2020-21">https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships-and-traineeships/2020-21</a>
Apprenticeship Funding Bands	<a href="https://www.gov.uk/government/publications/apprenticeship-funding-bands?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=84ccd136-7a5e-4b36-b402-8809afaef7d0&amp;utm_content=daily">https://www.gov.uk/government/publications/apprenticeship-funding-bands?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=84ccd136-7a5e-4b36-b402-8809afaef7d0&amp;utm_content=daily</a>
Apprenticeship Funding Rules	<a href="https://www.gov.uk/guidance/apprenticeship-funding-rules?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=b948706d-a63b-4ec0-94db-800ec0744760&amp;utm_content=daily">https://www.gov.uk/guidance/apprenticeship-funding-rules?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=b948706d-a63b-4ec0-94db-800ec0744760&amp;utm_content=daily</a>
Ofqual Approach to EQA	<a href="https://www.gov.uk/government/publications/apprenticeship-end-point-assessments-a-guide-for-employers">https://www.gov.uk/government/publications/apprenticeship-end-point-assessments-a-guide-for-employers</a>

## Other news

### Adult Education Budget – Ukraine

ESFA have confirmed that all Ukrainian adults and their family members supported through the [Ukraine Family Scheme](#) and [Ukraine Sponsorship Scheme](#) are immediately eligible for FE 19+ funding and are exempt from the 3-year residency requirement.

They can access funding immediately. This has been confirmed in the recently updated version of the AEB Funding Rules for 2021-22.

- <https://www.gov.uk/guidance/apply-for-a-ukraine-family-scheme-visa>
- <https://www.gov.uk/guidance/apply-for-a-visa-under-the-ukraine-sponsorship-scheme>

### DfE and Level 2 IT User qualifications – Consultation results

The DfE have launched a consultation on the L2 and below qualification offer as part of the skills reforms.

The consultation is seeking views on proposals to reform technical and academic qualifications at level 2 and below. (GCSEs, Functional Skills Qualifications and Essential Digital Skills Qualifications are not included)

Aims to create a streamlined qualifications landscape to ensure that every qualification approved for public funding has a distinct purpose, is high quality, and supports student progression. This will inevitably lead to some qualifications at L2 and below being defunded.

- Consultation Documents - <https://consult.education.gov.uk/post-16-qualifications-review-team/review-of-post-16-qualifications-at-level-2-and-be/>
- Consultation Announcement - <https://www.gov.uk/government/news/post-16-qualifications-boosted-to-help-more-people-to-progress>
- Alongside the above consultation, the DfE has published the responses summary to their L2 Call for Evidence The Response document can be found <https://www.gov.uk/government/consultations/post-16-study-at-level-2-and-below-call-for-evidence>

### Top 100 Apprenticeship Employers – Competition

Last chance for employers to enter this year's competition is has been extended to 14<sup>th</sup> April at 5pm. Please flag the extension to your provider and employer contacts. This is a great opportunity for employers and their providers to be recognised for great apprenticeship training and opportunity. There are 2 entry options:

- Employers with 250+ employees
- New for 2022, the Top 50 SME Apprenticeship Employers for small and medium-sized employers with 10-249 employees

More details can be found here - <https://topapprenticeshipemployers.co.uk/>

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## **National Skills Fund eligibility – Reminder**

From 1<sup>st</sup> April 2022 any adult in England who is earning under the National Living Wage or is unemployed, will be able to access NSF Level 3 qualifications for free, regardless of their prior qualification level. This means that if a learner is unemployed, they can take a second Level 3 qualification from the NSF list (see our list on the C&G funded Course Directory (January 2022 updated version attached).

This opens the offer up to many more learners and should be particularly useful for low waged, and while it may be a challenge this new flex may help attract more learners.

## **Universal Credit Flexibility – Extension**

The Government is expanding the additional training flexibility for Universal Credit claimants until April 2023. Universal Credit claimants in the intensive work search group can attend full-time, work-related training opportunities lasting up to 16 weeks across Great Britain as part of their work search activity.

This flexibility has now been extended until 28 April 2023. This is a great opportunity for FE providers to work with their local Jobcentre Plus and Partnership Managers to offer full-time, work-related training courses for UC claimants.

## **Call to arms**

### **Face-to-face events**

As the world starts to open, we are also seeking your opinion on whether you would travel to events if we started arranging them in our offices around the country. Please let us know, as we do not want to schedule these if we are going to have just a couple of people there.

Also, don't forget if you would like us to come and visit you for a discussion then let us know.

## **Working with City & Guilds – TQAs and IEPAs**

### **T Level TQA & Principal Moderator Roles**

**TQA (Design & Development)** - Electrical & Electronic Engineering : Structural Engineering : Mechanical Engineering : Control & Instrumentation Engineering

**TQA (Manufacturing, Processing & Control)** - Composite Manufacturing

**TQA (Maintenance, Installation and Repair)** - Mechanical: Mechatronic

**TQA (BSE)** - Electrical and Electronic Equipment Engineering

**Principal Moderator** - Painting & Decorating

To apply: <https://email.cityandguilds.com/t/1LRR-7SGZF-5IMKF-4QV6MK-1/c.aspx>

### **End-point Assessment (Apprenticeships) IEPA and LIEPA Roles**

#### **LIEPA and IEPA**

- Engineering Fitter Data Analyst : Motor Vehicle – Light : Motor Vehicle – Heavy : Motor Vehicle – Autocare
- Vehicle Damage: Cyber Security : Software Developer

#### **IEPA**

- Golf Greenkeeper Refrigeration, A/C & Heat Pump

To apply: <https://careers.cityandguildsgroup.com/associate-vacancies/independent-end-point-assessors/?dm t=0,0,0,0,0>

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## Updates and webinars – and more

Are you still a bit unsure as to how some of the things around Apprenticeship Standards work or just want a reminder of some of the things we have discussed at events and on webinars? Then, please visit our Updates and Webinars page. <http://bit.ly/CGDigitalUpdate>

Please check out the information held there as this may answer many of the questions you have.

## Next Digital and IT Skills Keep-in-Touch webinars

19 April 2022 (09.30 – 10.30)

<https://bit.ly/CGDigitalandIT19Apr22>

10 May 2022 (09.30 – 10.30)

<https://bit.ly/CGDigitalandIT10May22>

7 June 2022 (09.30 – 10.30)

<https://bit.ly/CGDigitalandIT7Jun22>

If you have any specific topics, you would like discussed at these events, please forward your suggestions to:

Ken Gaines      [ken.gaines@cityandguilds.com](mailto:ken.gaines@cityandguilds.com)

OR

David Wackett      [david.wackett@cityandguilds.com](mailto:david.wackett@cityandguilds.com)