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| Level 3 End-point Assessment for ST0973/AP01 Information Communication Technician - Support Technician (9602-12) |

**July 2021 Version 1.0**

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| End-point Assessment Recording Forms  **For Centres/End-point Assessment Customers/ Employers** |

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Introduction

### What is in this document

Recording forms to be used by centres/End-point Assessment customers/employers including:

* Evidence Reference Matrix – Project Report with Questioning
* Declaration of Authenticity – Project Report with Questioning
* Evidence Reference Matrix – Portfolio of Evidence
* Declaration of Authenticity – Portfolio of Evidence
* Apprentice Portfolio Checklist – Portfolio of Evidence

This document should be used alongside the **9602-12 Information Communication Technician - Support Technician** **EPA Pack** f**or Centres/End-point Assessment customers/employers.**

### How to use the forms

Centres/End-point Assessment customers/employers must use the forms provided by City & Guilds in the format laid out in this document.

**Evidence Reference Matrix – Project Report with Questioning**

Apprentices must upload a completed evidence reference matrix with their work-based project report. A sample referencing matrix is included in this document. To facilitate comprehensive, consistent mapping of the evidence requirements, use of the City & Guilds supplied ‘Evidence Reference Matrix’ form is strongly recommended. The apprentice and/or training provider may choose to use their own version of the Evidence Reference form, but the form must:

* clearly map evidence to the KSBs
* be confirmed as suitable by City & Guilds before it is used.

The purpose of the reference matrix is to indicate to the City & Guilds Independent End-point Assessor (IEPA) how the project report evidences the relevant Knowledge, Skills and Behaviours (KSBs) mapped to the Project Report with Questioning assessment method. It enables the IEPA to assess the evidence efficiently and effectively.

The apprentice must reference the individual pieces of evidence against the KSBs clearly, for example by identifying the evidence number, page number, file name or time stamp where appropriate.

**Declaration of Authenticity**

The Declaration of Authenticity forms must be completed and signed by the training provider, employer and the apprentice. They must be submitted in electronic format together with the portfolio of evidence and the work-based project report.

**Evidence Reference Matrix – Portfolio of Evidence**

Apprentices must upload a completed evidence reference matrix with their portfolio. A sample referencing matrix is included in this document. To facilitate comprehensive, consistent mapping of the evidence requirements, use of the City & Guilds supplied ‘Evidence Reference Matrix’ form is strongly recommended. The apprentice and/or training provider may choose to use their own version of the Evidence Reference form, but the form must:

* clearly map evidence to the KSBs
* be confirmed as suitable by City & Guilds before it is used.

The purpose of the evidence reference matrix is to indicate to the IEPA how the evidence uploaded matches the Knowledge, Skills and Behaviours (KSBs) relevant to the Professional Discussion underpinned by Portfolio assessment method. It enables the IEPA to assess the evidence efficiently and effectively.

The apprentice must reference the individual pieces of evidence against the KSBs clearly, for example by identifying the evidence number, page number, file name or time stamp where appropriate.

**Apprentice Portfolio Checklist**

City & Guilds have created a portfolio checklist to help apprentices and training providers ensure that all relevant information is accounted for. The checklist is provided as support in preparation for assessment and does not need to be submitted to City & Guilds.

**Note: The evidence reference forms must be uploaded to the EPA Portal as a word processing document. This does not include the Apprentice Portfolio Checklist.**

EPA forms for ST0973/AP01 Information Communication Technician - Support Technician (9602-12)

The following recording forms are included in this section:

* Evidence Reference Matrix – Project Report with Questioning
* Declaration of Authenticity – Project Report with Questioning
* Evidence Reference Matrix – Portfolio of Evidence
* Declaration of Authenticity – Portfolio of Evidence
* Apprentice Portfolio Checklist – Portfolio of Evidence



### 9602-700: Evidence Reference Matrix – Project Report with Questioning

|  | **Pass criteria (for reference only)** | **Distinction criteria**  **(for reference only)** | **Evidence type(s)** | **Evidence reference** | **IEPA comments (in preparation for Questioning)**  **IEPA only** |
| --- | --- | --- | --- | --- | --- |
| **Apprentice name:** | | | | | |
| **Core** | | | | | |
| **Knowledge, Skills and Behaviours**  K12 Approaches to documenting tasks, findings, actions taken and outcome, for example, use of task tracking and ticketing systems. | | | | | |
|  | Identifies and applies valid approaches to documenting tasks, findings, actions and outcomes. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S10 Establish and diagnose the extent of the IT support task, in line with the organisation's policies and SLA's. | | | | | |
|  | Demonstrates how they establish and diagnose the extent of the IT support task, in line with the organisation's policies and SLA's. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S11 Provide remote/face-to-face support to resolve customer requirements. | | | | | |
|  | Evidence how they provide remote/face-to-face support to resolve customer requirements. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S12 Maintain a safe working environment for own personal safety and others in line with Health and Safety appropriate to the task. | | | | | |
|  | Demonstrates an approach to their own work and that of co-workers which reflects the HSE policies of the industry and organisation. | N/A |  |  |  |
| **Option-specific Knowledge, Skills and Behaviours for the Support Technician** | | | | | |
| **Knowledge, Skills and Behaviours**  K21: Approaches to system upgrades and updates and their significance. | | | | | |
|  | Demonstrates how they install or undertake basic upgrades, either physically or remotely and apply approaches to system updates, recognising their significance. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  K22: Approaches to interpretation of log files, event viewer and system tools. | | | | | |
|  | Evaluates the interpretation of log files, event viewer and system tools. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S9 Install or undertake basic software upgrades, either physically or remotely. | | | | | |
|  | Demonstrates how they install or undertake basic upgrades, either physically or remotely and apply approaches to system updates, recognising their significance. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S13 Identify and scope the best solution informed by the system data associated with the task. | | | | | |
|  | Illustrates how they identify and scope the best solution informed by the system data associated with the task. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S14 Test and evaluate the system's performance and compliance with customer requirements. | | | | | |
|  | Demonstrates how they test and evaluate the system's performance and compliance with customer requirements. | Critically analyses their optimisation of system performance to validate compliance with customer requirements. |  |  |  |
| **Knowledge, Skills and Behaviours**  S17 Carry out routine maintenance across systems, (such as IT, Communications), ensuring organisational compliance at all times. | | | | | |
|  | Demonstrate how they carry out routine maintenance across systems, (such as IT, Communications), ensuring organisational compliance at all times. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**  S18 Apply the necessary security, in line with access and/or encryption requirements. | | | | | |
|  | Explain how they apply the necessary security, in line with access and/or encryption requirements. | N/A |  |  |  |



### 9602-700: Declaration of Authenticity – Project Report with Questioning

The Declaration of Authenticity must be completed as appropriate and submitted to City & Guilds with the apprentice’s evidence for End-point assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice  Name | Apprentice Name | Enrolment  Number | 1234567 |

**Apprentice declaration:**

**I confirm that all work submitted is my own, and that I have acknowledged any sources I have used.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice** | Signature | **Date** | DD/MM/YY |

**Line manager declaration:**

**I confirm that all work was conducted under conditions designed to assure the authenticity of the apprentice’s work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the apprentice.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Line Manager** | Signature | **Date** | DD/MM/YY |

**Training provider declaration:**

**I confirm that the evidence presented by the apprentice is ready for End-point assessment. It is valid, authentic, reliable and current and sufficient to meet the requirements of the relevant standard.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Provider** | Name & Signature | **Assessment Date** | DD/MM/YY |

### 9602-701: Evidence Reference Matrix – Portfolio of Evidence

|  | **Pass criteria (for reference only)** | | | **Distinction criteria**  **(for reference only)** | **Evidence type(s)** | **Evidence reference** | | **IEPA comments (in preparation for Professional Discussion)**  **IEPA only** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Apprentice name:** | | | | | | | | | |
| **Core Knowledge** | | | | | | | | | |
| **Knowledge, Skills and Behaviours**  K1 Approaches to back up and storage solutions. | | | | | | | | | |
|  | Explains the principles of system backup/storage. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K2 Basic elements of technical documentation and its interpretation. | | | | | | | | | |
|  | Describes basic elements of technical documentation, its interpretation, completion and importance in escalation as appropriate. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K3 Principles of root cause problem solving using fault diagnostics for troubleshooting. | | | | | | | | | |
|  | Identifies and applies the principles of root cause problem solving using fault diagnostic tools and techniques for troubleshooting and rectification. | | | Reviews the success of root cause problem solving where they have applied fault diagnostics for troubleshooting. |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K4 Principles of basic network addressing, for example binary. | | | | | | | | | |
|  | Outlines the principles of basic network addressing, for example: binary. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K5 Basic awareness of the principles of cloud and cloud-based services. | | | | | | | | | |
|  | Describes the key principles of cloud and cloud-based services. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K6 Fundamental principles of virtual networks and components. | | | | | | | | | |
|  | Analyses the fundamentals and principles of networks and components. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K7 Principles of cultural awareness and how diversity impacts on delivery of support tasks. | | | | | | | | | |
|  | Outlines the principles of cultural awareness and describes how diversity impacts on delivery of support tasks. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K8 Methods of communication including level of technical terminology to use to technical and non-technical stakeholders. | | | | | | | | | |
|  | Identifies and applies methods of communication with stakeholders, selecting technical and/or non-technical language in reflection of the audience to inform progress and escalation and develop and maintain effective working relationships with them. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K9 Different types of maintenance and preventative measures to reduce the incidence of faults. | | | | | | | | | |
|  | Describes different types of maintenance and preventative measures to reduce the incidence of faults. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviour**  K10 Key principles of Security including the role of People, Product and Process in secure systems, for example access and encryption. requirements | | | | | | | | | |
|  | Explains how they ensure that they operate safely and securely across platforms and responsibilities applying the key principles of security including the role of People, Product and Process in secure systems. | | | Evaluates the impact of People, Product and Process on secure systems within their ‘organisation’. |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K11 Fundamentals of physical networks and components. | | | | | | | | | |
|  | Analyses the fundamentals and principles of networks and components. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  K13 A basic awareness of legislation in relation to disposal of waste materials, for example, Waste Electronic and Electrical regulations. | | | | | | | | | |
|  | Outlines how they have a basic awareness of legislation in relation to disposal of waste materials, for example Waste Electronic and Electrical regulations. | | | N/A |  |  | |  | |
| **Core Skills** | | | | | | | | | |
| **Knowledge, Skills and Behaviours**  S1 Interpret and prioritise internal or external customer's requirements in line with organisation's policy. | | | | | | | | | |
|  | Explains how they interpret and prioritise internal or external customer's requirements in line with organisation's policy. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S2 Apply the appropriate tools and techniques to undertake fault finding and rectification. | | | | | | | | | |
|  | Identifies and applies the principles of root cause problem solving using fault diagnostic tools and techniques for troubleshooting and rectification. | | | Critically analyses their use of tools and techniques to undertake tasks such as installation, maintenance or fault rectification. |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S3 Apply Continuous Professional Development to support necessary business output and technical developments. | | | | | | | | | |
|  | Describes how they apply principles of Continuous Professional Development to support their contribution to delivery of necessary business output and technical developments. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S4 Operate safely and securely across platforms and responsibilities. | | | | | | | | | |
|  | Explains how they ensure that they operate safely and securely across platforms and responsibilities applying the key principles of security including the role of People, Product and Process in secure systems. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S5 Communicate with all levels of stakeholders, keeping them informed of progress and managing escalation. | | | | | | | | | |
|  | Identifies and applies methods of communication with stakeholders, selecting technical and/or non-technical language in reflection of the audience to inform progress and escalation and develop and maintain effective working relationships with them. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S6 Develop and maintain effective working relationships with colleagues, customers and other relevant stakeholders. | | | | | | | | | |
|  | Identifies and applies methods of communication with stakeholders, selecting technical and/or non-technical language in reflection of the audience to inform progress and escalation and develop and maintain effective working relationships with them. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S7 Manage and prioritise the allocated workload effectively making best use of time and resources. | | | | | | | | | |
|  | Explains how they manage and prioritise the allocated workload effectively making best use of time and resources. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  S8 Complete documentation relevant to the task and escalate as appropriate. | | | | | | | | | |
|  | Describes basic elements of technical documentation, its interpretation, completion and importance in escalation as appropriate. | | | N/A |  |  | |  | |
| **Core Behaviours** | | | | | | | | | |
| **Knowledge, Skills and Behaviours**  B1 Works professionally, taking initiative as appropriate. | | | | | | | | | |
|  | Explains their approach to work tasks which reflects their own professionalism and use of independent initiative. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  B2 Communicates technical and non-technical information in a variety of situations to support effective working with internal or external stakeholders. | | | | | | | | | |
|  | Identifies and applies methods of communication with stakeholders, selecting technical and/or non-technical language in reflection of the audience to inform progress and escalation and develop and maintain effective working relationships with them. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  B3 Demonstrates a productive and organised approach to their work. | | | | | | | | | |
|  | Explains how they take a productive and organised approach to their work. | | | N/A |  |  | |  | |
| **Knowledge, Skills and Behaviours**  B4 Self-motivated, for example takes responsibility to complete the job. | | | | | | | | | |
|  | Discusses how they take a self-motivated approach to their work, for example how they manage their own time effectively and take responsibility to complete the job. | | | N/A |  |  | |  | |
| **Option-specific Knowledge, Skills and Behaviours for the Support Technician** | | | | | | | | | |
| **Knowledge, Skills and Behaviours**  K14 Fundamental principles of operating systems, hardware system architectures and devices. | | | | | | | | | |
|  | | Defines the principles of operating systems and describes the architecture of hardware systems and devices. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K15 Principles of remote operation of devices including how to deploy and securely integrate mobile devices into a network. | | | | | | | | | |
|  | | Describes the principles of remote operation of devices including how to deploy and securely integrate mobile devices into a network. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K16 Fundamental principles of peripherals, for example: printers and scanners. | | | | | | | | | |
|  | | Outlines the principles of peripherals, for example printers and scanners. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K17 Principles of virtualisation of servers, applications, and networks. | | | | | | | | | |
|  | | Explains the principles of virtualisation of servers, applications, and networks. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K18 Principles of disaster recovery, how a disaster recovery plan works and their role within it. | | | | | | | | | |
|  | | Explains disaster recovery and outlines how disaster recovery plans work with reference to a role they have played within one. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K19 Principles of Test Plans, their role and significance. | | | | | | | | | |
|  | | Explains the principles of Test Plans by reference to their role and significance. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K20 Fundamentals of purpose, creation, and maintenance of asset registers. | | | | | | | | | |
|  | | Outlines purpose, creation, and maintenance of asset registers. | Evaluate and assess the organisation’s Asset Register and their role in updating it. | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  K23 Basic elements of infrastructure architectures, including Wi-Fi and wired networks. | | | | | | | | | |
|  | | Outlines the basic elements of infrastructure architectures including Wi-Fi and wired networks. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  S15 Escalate non-routine problems in line with procedures. | | | | | | | | | |
|  | | Explains how they escalate non routine problems in line with procedures. | N/A | |  | |  | |  |
| **Knowledge, Skills and Behaviours**  S16 Use basic scripting to execute the relevant tasks, for example PowerShell, Linux. | | | | | | | | | |
|  | | Demonstrates the use of basic scripting to execute relevant tasks. | N/A | |  | |  | |  |



### 9602-701: Declaration of Authenticity – Portfolio of Evidence

The Declaration of Authenticity must be completed as appropriate and submitted to City & Guilds with the apprentice’s evidence for End-point assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice  Name | Apprentice Name | Enrolment  Number | 1234567 |

**Apprentice declaration:**

**I confirm that all work submitted is my own and that I have acknowledged any sources I have used.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice** | Signature | **Date** | DD/MM/YY |

**Line manager declaration:**

**I confirm that all work was conducted under conditions designed to assure the authenticity of the apprentice’s work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the apprentice.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Line Manager** | Signature | **Date** | DD/MM/YY |

**Training provider declaration:**

**I confirm that the evidence presented by the apprentice is ready for End-point assessment. It is valid, authentic, reliable and current and sufficient to meet the requirements of the relevant standard.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Provider** | Name & Signature | **Assessment Date** | DD/MM/YY |



### 9602-701: Apprentice Portfolio Checklist – Portfolio of Evidence

|  |  |  |
| --- | --- | --- |
| Apprentice portfolio checklist | | Tick when confirmed |
| 1. | Is all evidence signed by the apprentice and dated? \*  E-signatures are also acceptable |  |
| 2. | Is all evidence valid, authentic, current and sufficient (VACS)? |  |
| 3. | Does evidence clearly show it is the apprentice’s individual work (and if involved in team work, is it clear what specific contribution the apprentice made)? |  |
| 4. | Does the evidence clearly demonstrate the apprentice’s relevant knowledge? |  |
| 5. | Has the apprentice used the evidence reference form? And has all evidence been referenced? |  |
| 6. | Does it showcase the apprentice’s best pieces of work? |  |
| 7. | Is the majority of the evidence holistic in its nature? |  |
| 8. | Have duplicate and irrelevant pieces of evidence been removed? |  |
| 9. | Is there sufficient evidence to cover the whole of the criteria and grading descriptors that are referenced? |  |
| 10. | Are any witness testimonies or employer references tailored to the apprentice? |  |
| 11. | Has any client/customer reference information been anonymised? |  |
| 12. | Are all external sources of information appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria? |  |
| 13. | Has the appropriate stakeholder(s) e.g. employer/training provider checked whether the apprentice’s portfolio meets all the required criteria and grading descriptors? |  |
| \* where witness testimonies are included as a piece of evidence, these do not need to be signed by the apprentice but instead must be signed/authenticated as outlined in the rest of the EPA pack | | |
| **Reminder:**  You must upload the completed ‘Evidence Reference Matrix’ to EPA Pro in Word format. | | |

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As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes ILM (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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