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| Level 3 End-point Assessment for ST0973/AP01 Information Communication Technician - Digital Communications Technician (9602-14) |

**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 **9602-14 Information Communication Technician - Digital Communications Technician EPA Pack for 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 – Digital Communications Technician (9602-14)

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



### 9602-704: 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 Digital Communications Technician** |
| **Knowledge, Skills and Behaviours**K37 Basic elements of network communication architectures. |
|  | Explains the basic elements of network communication architectures. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**K41 The purpose of digital communications technologies. |
|  | Outlines the purpose of digital communications technologies in general and within the project. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**K42 Main factors affecting network performance including faults and error control. |
|  | Describes the factors affecting network performance within the project. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**K43 Principles of digital test and diagnostic equipment usage. |
|  | Defines the principles of digital test and diagnostic equipment applying selected tools and equipment to resolve communications and/or telecommunications issues. | Evaluates and applies a range of tools and or diagnostic equipment, for example, Hardware or Software components, to resolve Communications or Telecommunications requirements. |  |  |   |
| **Knowledge, Skills and Behaviours**S29 Identify a range of tools and or diagnostic equipment, for example, Hardware or Software components, to resolve Communications or Telecommunications requirements. |
|  | Defines the principles of digital test and diagnostic equipment applying selected tools and equipment to resolve communications and/or telecommunications issues. | Evaluates and applies a range of tools and or diagnostic equipment, for example, Hardware or Software components, to resolve Communications or Telecommunications requirements. |  |  |   |
| **Knowledge, Skills and Behaviours**S30 Undertake basic telecommunications activities, in response to an allocated task, designated responsibilities, instructions or customer requirement. |
|  | Demonstrates basic telecommunications activities, in response to an allocated task, designated responsibilities, instructions or a customer’s requirements. | N/A |  |  |   |

### 9602-704: 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.

|  |  |  |  |
| --- | --- | --- | --- |
| ApprenticeName | 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 |



### 9602-705: 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 Digital Communications Technician** |
| **Knowledge, Skills and Behaviours**K24 Principles of OSI layers |
|  | Explains the significance of OSI layers. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**K38 Awareness of the purpose of firewalls |
|  | Outlines the purpose of firewalls. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**K39 Different types of connectivity and cabling |
|  | Explains how they use Cabling or Connectors equipment in line with technical requirements. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**K40 Awareness of network protocols |
|  | Explains their awareness of network protocols.  | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**K44 Basic principles of VPN and Remote Access Security, for example transmission technologies |
|  | Explains the basic principles of VPN and Remote Access Security, for example transmission technologies. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**S19 Use a range of Cabling or Connectors equipment in line with technical requirements |
|  | Explains how they use Cabling or Connectors equipment in line with technical requirements. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours**S28 Establish digital communication or telecommunications systems or networks, for example through cabling and connecting equipment |
|  | Explains how they establish digital communication or telecommunications systems or networks, for example through cabling and connecting equipment. | Evaluates how they establish digital communication or telecommunications system or networks, for example through cabling and connecting equipment. |  |  |   |
| **Knowledge, Skills and Behaviours**S31 Use information necessary to identify operational issues and rectify or escalate accordingly in line with policy |
|  | Describes how they use information necessary to identify operational issues and rectify or escalate accordingly in line with policy. | N/A |  |  |   |



### 9602-705: 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.

|  |  |  |  |
| --- | --- | --- | --- |
| ApprenticeName | 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 |



### 9602-705: 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.

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