

# End-point assessment plan for Telecoms Field Operative apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0832	2	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Telecoms Field Operative apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Telecoms Field Operative apprentices, their employers and training providers.

Full time apprentices will typically spend 15 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 month(s), after the EPA gateway.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Practical Demonstration

- Fail
- Pass

### **Assessment method 2:** Professional Discussion underpinned with portfolio

- Fail
- Pass
- Distinction

### **Assessment method 3:** Knowledge Test

- Fail
- Pass

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 15 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
<b>End-point assessment gateway</b>	<p>The employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard</p> <p>Apprentice has achieved English and mathematics Level 1 and taken the tests for level 2 prior to taking their EPA</p> <p>The apprentice has compiled a portfolio of evidence to underpin the EPA professional discussion.</p> <p>Portfolio of evidence requirements:</p> <ul style="list-style-type: none"> <li>• It must be submitted to the apprentice's EPAO at the gateway</li> <li>• It may be electronic or paper-based and it must include evidence relating to the knowledge, skills and behaviours (KSBs) assessed by the professional discussion</li> <li>• It must include a mapping of the evidence to the KSBs; evidence can be mapped against more than one KSB</li> </ul>
<b>End-point assessment</b> (which will typically take months)	<p>Assessment Method 1: Practical Demonstration</p> <p>With the following grades:</p> <p>· Fail · Pass</p> <p>Assessment Method 2: Professional Discussion</p> <p>With the following grades:</p> <p>· Fail · Pass · Distinction</p> <p>Assessment Method 3: Knowledge Test</p> <p>With the following grades:</p> <p>· Fail · Pass</p>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 month(s), after the EPA gateway.

## Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not have to be known before an apprentice starts the next one.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

Apprentices without English and mathematics at level 1 will need to achieve this and those without level 2 will need to take the tests for level 2 prior to taking the EPA.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

### Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- Typically the portfolio will contain 5 pieces of evidence
- It must contain sufficient evidence to demonstrate the KSBs that will be assessed by the professional discussion underpinned by portfolio
- the portfolio of evidence must be submitted to the EPAO at the gateway point
- It may be electronic or paper-based
- It must include evidence relating to the knowledge, skills and behaviours (KSBs) assessed by the professional discussion
- It must include a mapping of the evidence to the KSBs; evidence can be mapped against more than one KSB
- evidence sources may include:
  - workplace documentation, for example job notes/job sheets, check sheets/quality check records, Safety check, accident records, equipment check/maintenance records
  - annotated specifications, for example drawings, cutting lists, work instructions.
  - annotated photographs
  - video clips (maximum duration in total 10-minutes) Apprentices must be identifiable at all times during video clips.
  - Risk assessments, reports, meeting records, plans and costings.

This is not a definitive list, other evidence sources are allowable
- it can include evidence sources such as records of learning activities targeting their own performance in order to demonstrate relevant behaviours.
- Any contributions from others, for example witness statements and reviews, should focus on direct observation of evidence of competence rather than opinion

- It must include a statement from the apprentice's employer confirming that the work is attributable to the apprentice

The portfolio is not directly assessed. It underpins and informs the questioning for the Professional Discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the Professional Discussion but are not required to provide feedback after this review of the portfolio.

## Assessment methods

### Assessment Method 1: Practical Demonstration

#### Overview

Apprentices must be observed directly by an independent assessor completing a practical demonstration in a simulated environment consisting of 3 separate tasks in which they will demonstrate the KSBs assigned to this method. The tasks are defined as:

- Correct identification of telecoms cables
- Installation of a new telecoms component
- Fault-finding on the telecoms network

The end-point assessment organisation will arrange for the assessment to take place in consultation with the employer. Practical assessments must be carried out over a total assessment time of 2.5 hours with comfort breaks as necessary. The three practical components do not have individual set durations but all three must be completed within the 2.5 hours total duration. The EPAO should make the apprentice aware of the suggested completion times for each individual task. These are 20 minutes for the identification task and 65 minutes each for the installation and fault-finding tasks. This is intended to be for guidance purposes only; apprentices are not measured against these individual times, only the time for successful completion of all three tasks.

The demonstration may be split into discrete sections held over a maximum of two working days. The reason for this is that there are 3 tasks which if needed can be separated and completed in different locations if required. This allows for flexibility and resource planning with the employer and will accommodate the needs of all parties. The EPAO must ensure the confidentiality of the assessment materials between assessments to minimize the risk of malpractice. The independent assessor has the discretion to increase the time of the practical demonstration by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

The independent assessor may conduct and observe one apprentice at a time during this assessment method.

The rationale for this assessment method is:

Due to the variance of roles and products used across the telecoms industry the three tasks of the assessment will be in line with the role of the apprentice and the EPAOs will need to consult with the employer to ensure a relevant and comparable assessment is selected to demonstrate the KSBs in a valid way. The independent assessor must ensure the employers network is replicated so the apprentice is tested on the network they work from daily, using the appropriate cables (copper or fibre).

#### Delivery

Apprentices must be provided with both written and verbal instructions on the three tasks that they must complete, including the timescales they are working to. The practical demonstration should be

conducted in the following way to take account of the occupational context in which the apprentice operates:

- The independent assessor shall provide an introductory brief to the apprentice detailing domestic arrangements of the venue and conduct of the practical demonstration.
- All tasks shall be carried out individually by the apprentice.
- The independent assessor may terminate the EPA for any apprentice that works in an unsafe manner. This may include:
  - Any serious safety concerns - an occurrence that could have or has caused serious injury to the individual or other persons present in the work environment.
  - Multiple minor infractions - working practices which, if allowed to continue unchecked, could be likely to cause harm to the individual or other persons present in the immediate vicinity

The following three tasks **MUST** be observed during the practical demonstration i.e. a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

- Correct identification of telecoms cables

3 different types of Telecoms cable will be presented, the apprentice needs to be able to:

- Correctly identify the cables presented to them
- Identify the structure and composition of Telecoms Network cables
- Provide an example of where each cable would be used when prompted

- Installation of a new telecoms component

Complete an Installation of Telecoms component from the employer's network. The EPAO will decide which component should be installed to ensure a component of comparable complexity is used across all apprentices. The apprentice must demonstrate:

- Components are installed in line with instructions provided
- Safe use of the appropriate equipment and hand tools
- A test is completed at the end of the installation to ensure the component installed works

- Fault-finding on the telecoms network

How to Fault Find on the Telecoms network, the apprentice must:

- Select the correct tester/method to determine and locate the fault
- Identify and locate the fault successfully
- Explain how the fault could have occurred
- Interpret what the test result is showing

Any test equipment used for the Installation and fault-finding tasks should be the apprentice's own equipment. They will be told on the invitation to attend to bring their own line condition tester with them. This is to ensure apprentices are not disadvantaging by asking them to use test equipment supplied by the EPAO that is unfamiliar to them.

The EPAOs will be responsible for maintaining the security and confidentiality of the test boards to ensure the assessments are not known to the apprentice in advance.

The assessor must ask a minimum of 12 questions (4 for each task) to clarify work undertaken, processes followed and assess related underpinning knowledge, skills and behaviours. The questions can be asked at appropriate times during the practical demonstration, however the independent assessor must only ask questions when it is safe to do so and avoid untimely interruptions. Questioning must be completed within the total time allowed for the practical demonstration. Questions will be taken from the set questions as defined within the practical specification. There may be breaks during the practical demonstration to allow the apprentice to move from one location to another and for meal breaks. KSBs observed and answers to questions must be documented by the independent assessor. The independent assessor will make all grading decisions.

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. EPAOs will produce specifications to outline in detail how the practical demonstrations will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO. EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

## Venue

The Telecoms Field Operative role is a field-based role with a variety of working environments. Therefore, the practical demonstration should be carried out in a simulated environment to ensure the assessments are completed in a safe environment, away from disruption, in a suitable test location.

Practical demonstrations must be conducted in one of the following locations:

- The employer's premises
- A suitable venue selected by the EPAO (e.g. a training provider's premises or another employer's premises)

To give the EPAO's and the employers more flexibility all of the assessments could be carried out on a portable test board which could be transported to various sites. The EPAO must ensure the confidentiality of all assessment materials.

## Support material

Apprentices will be asked to bring their own testing equipment in with them along with any hand tools they are comfortable using. Apprentices will also need to bring with them Personal Protective Equipment for the assessments. It is ultimately the responsibility of the employer to make the relevant testing equipment, hand tools and PPE available.

EPAOs will produce the following material to support this assessment method:

### Induction:

Each apprentice shall be given an induction briefing into the assessment venue on the day of the assessment before beginning the practical demonstration, paying particular attention to:

- Details of the site including; Planned alarm tests, Actions in the event of an emergency,



- nearest toilet facilities
- Site specific details of the area to be worked in by the apprentice during the practical demonstration
- Known health and safety risks or hazards

### Outline of the assessment method's requirements:

EPAOs will produce the following material to support this assessment method:

- Assessment Documentation
- Practical specification (including questions) banks
- Briefing document for employers and apprentices to describe how the demonstration will be delivered / administered.
- A briefing / job pack describing the 3 components of the assessment to be completed during the demonstration.
- A fully documented risk assessment is to be made available for apprentices to review.
- suitable marking sheets including a document to detail the questions asked and the answers given
- Guidance document for Independent Assessors on how to administer the demonstration
- Telecoms materials and Technical Equipment
  - Installation components & equipment, appropriate to the Telecom's role
  - A range of telecoms cables appropriate to the Telecom's role
  - Telecoms components to be used for the installation task
  - Testing board for the fault finding task

## Assessment Method 2: Professional Discussion

### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on analysis of given scenarios, coverage of prior learning or activity and problem solving. Apprentices should refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio is not directly assessed.

The professional discussion can take place in any of the following:

- a suitable venue selected by the EPAO (e.g. a training provider's premises)
- employer's premises

### Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes and cover a minimum of 10 questions, with follow-up questions if required. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, which will be managed through the EPAO's reasonable adjustment policy.

The professional discussion will be conducted as set out here:

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

### Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

### Other relevant information

A structured specification and question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and must be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Question bank

## Assessment Method 3: Knowledge Test

### Test Format

The test can be:

- computer based
- paper based

It will consist of 30 questions. These questions will consist of closed response questions (e.g. multiple-choice questions) and be based upon the KSBs mapped to this method

### Test administration

Apprentices must have a maximum of 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

### **Marking**

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

Correct answers must be awarded 1 mark. Any incorrect or missing answers must be assigned 0 marks.

### **Question and resources development**

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop a test specification and question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

### **Required supporting material**

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- question bank
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

## **Reasonable adjustments**

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

# Grading

## Assessment method 1: Practical Demonstration

KSBs	Fail	Pass – must achieve all pass descriptors below
<b>S2 S6 S7 S8 S10</b>	Does not meet the pass criteria	<p>Uses personal protective equipment in a safe and appropriate manner. (S10)</p> <p>Correctly identifies three different types of cable used in the telecommunications industry, how they differ and what they are used for. Explains, when questioned, the cable structure, what materials they are constructed from and how to identify individual lines. (S2)</p> <p>Selects the appropriate tools and equipment for the practical tasks as per the specification and uses safely throughout. (S6)</p> <p>Installs the component to the telecoms network as per the specification and completes the appropriate testing procedure to determine the component is working. (S7)</p> <p>States a variety of different testing tools available and explains how different tests will determine different network issues. (S6, S7)</p> <p>Describes, when questioned, the process of fault-finding on the telecoms network, where to start the process and why a specific option is appropriate to the specific component and network. Completes the fault-finding process and correctly identifies the problem causing the fault. (S8)</p>

## Assessment method 2: Professional Discussion

KSBs	Fail	Pass - must achieve all pass descriptors	Distinction - must achieve all pass descriptors and all distinction descriptors
<b>K6 K8</b> <b>K11</b> <b>K12</b>  <b>S1 S3</b> <b>S4 S5</b> <b>S9 S11</b> <b>S12</b> <b>S13</b>  <b>B1 B2</b> <b>B3 B4</b>	Does not meet the pass criteria	<p>Explains the relevant policies and procedures and where to locate them. Describes the risk assessment and method statement processes and the method for evaluating and quantifying risk. Can describe the correct escalation channels for their employer including when, how and to whom. (K6, K8, K12, S1)</p> <p>Describes how they have followed safety procedures and how these differ in different working environments including overhead and underground. (S5)</p> <p>Demonstrates a safety-first mindset, prioritising safety of self and others whilst working towards task objectives. (S9, B2)</p> <p>Describes how they have interpreted network records, plans, diagrams and the components within them to complete a task. (S3)</p> <p>Explains how the various connection points in the telecoms network differ and how working on them differs. (S4)</p> <p>Describes how they have followed the process for identifying the presence of other utility services and the appropriate actions they took. (S12)</p> <p>Provides examples of a time when they have had to show</p>	<p>Explains how their personal actions have been used to promote key requirements of health and safety and other relevant legislation in different contexts and how they ensure they are applying current requirements. (K6)</p> <p>Evaluates emerging technologies or new/forthcoming legislation and how they are preparing for the impact of these on their own work. (B3)</p> <p>Describes the impact of good and poor customer service on the brand image of their company. Explains how to manage a customer complaint in order to meet the customer's expectations within the agreed timeline. (B4, K11, S11)</p> <p>Explains how the workplace can potentially impact on individuals' health and wellbeing, what to look out for, and what steps can be taken to avoid or mitigate these impacts. (S1, B2)</p>

		<p>initiative when working alone, and when working in a team, and how they have adapted their communications styles accordingly with third parties. (K11, S11, S13, B3)</p> <p>Explains the customer care requirements of their employer. Describes what is meant by vulnerable persons and how to recognise vulnerability of members of the public or customers and how this impacts on their role. (B1)</p> <p>Describes how they organise and manage their time in order to meet deadlines, and the impact of missed deadlines. (B4)</p>	
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### Assessment method 3: Knowledge Test

KSBs	Fail	Pass
<b>K1 K2</b> <b>K3 K4</b> <b>K5 K7</b> <b>K9 K10</b> <b>K13</b> <b>K14</b> <b>K15</b>	23 correct answers or less	24 correct answers or more

### Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

In order to achieve a distinction overall, a distinction must be achieved in the professional discussion and a pass in all other assessment methods.

## 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. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to /distinction

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>



Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest.</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge and experience in telecoms, and knowledge of fault-finding, installing and managing installations. (such as telecoms Field Coaches)
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- the allowance of portable testing boards
- flexibility in the order of assessment methods
- digital delivery of knowledge test

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Practical Demonstration

Skills
<b>S2</b> Identify the structure and composition of telecom network cables.
<b>S6</b> Select and use the appropriate equipment on a telecom network.
<b>S7</b> Install and test components of the telecom network.
<b>S8</b> Fault-find and problem-solve on the telecom network.
<b>S10</b> Use personal protective equipment in a safe and appropriate manner.

## Assessment method 2: Professional Discussion

Knowledge
<b>K6</b> Employer health, safety and environmental policies and procedures and where to locate these to refer to. Keeping self, colleagues, customers and members of the public safe in line with legislation.
<b>K8</b> Risk assessments, method statements and their application to the role.
<b>K11</b> Customer service, understanding the differing needs and priorities of various customers. Adapting communication style to interact with customers or members of the public in a range of situations.
<b>K12</b> Escalation channels and the correct escalation process including when, how and to whom.

Skills
<b>S1</b> Carry out a risk assessment before starting work activities. Follow method statements.
<b>S3</b> Work from and interpret telecom network plans to identify plant or location.
<b>S4</b> Work on and in various connection points in the telecoms network.
<b>S5</b> Work in a safe manner and follow correct procedures when entering and working in the telecoms network in various environments, including overhead and underground.
<b>S9</b> Maintaining safety standards whilst working towards the task objectives.
<b>S11</b> Use a variety of communication methods to interact with third parties to give/receive information accurately, in a timely manner in order to deliver the best possible experience.
<b>S12</b> Identify and take appropriate actions when working around other utilities services.
<b>S13</b> Working as an individual or as a member of a team to achieve defined goals.

Behaviours
<b>B1</b> Deliver a polite, courteous professional service to all customers and members of the public whilst safeguarding customer welfare and recognising vulnerability.
<b>B2</b> Prioritise the safety of self and others.
<b>B3</b> Self-motivated and able to work alone or as part of a team.
<b>B4</b> Be organised and apply effective time management to meet deadlines.

## Assessment method 3: Knowledge Test

Knowledge
<b>K1</b> The principles of OFCOM and government targets for broadband coverage for the UK.
<b>K2</b> The UK telecom network including different types of fixed-line such as copper, full fibre network and mobile broadband in the UK.
<b>K3</b> The identification and connection of telecom cables; the services and products they are associated with.
<b>K4</b> Service Level Agreements (SLA) and the impact of failing to meet these.
<b>K5</b> Running telecom cables in a range of environments such as overhead, underground, in customers' premises, business premises, exchanges and public areas. (Following industry standards.)
<b>K7</b> The safety at street and road works code of practice.
<b>K9</b> Fault-finding and problem-solving in the telecom network including the different types of testing involved on various points of intervention and the tools and techniques needed to locate issues.
<b>K10</b> The principles of testing, checking and installation. The completion process including signing off completed work and demonstrating service where required.
<b>K13</b> Task management systems, how to access and interpret the information critical to completing tasks, including the importance of keeping records up to date and keeping to expected completion times.
<b>K14</b> Network records and associated information, and how these can aid the task being worked on: address details, distribution points, nodes, size/capacity, connection points, exchange details.
<b>K15</b> GDPR (General Data Protection Regulations) and how they impact the role.