

Apprenticeships in

# Digital

Pearson Level 2 End-point Assessment for  
**Telecoms Field Operative**



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This document is Issue 3. Key changes are summarised on the next page. We will inform centres of any changes to this issue.

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Publication code: VQ000090

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## Pearson Level 2 End-point Assessment for Telecoms Field Operative – Issue 3 (Specification)

<b>Summary of changes made between previous issue 2 and this issue 3</b>	<b>Page number</b>
Gateway requirements for English and mathematics have been updated in line with Assessment Plan v1.1 (no longer required to take the tests for Level 2)	2
Definition of on-programme updated in line with Assessment Plan v1.1	21
Gateway form updated to remove English and maths attempted (L2)	Annexe A
Assessment Plan updated with v1.1.	Annexe B

If you need further information on these changes or what they mean, please contact us via our website at: [qualifications.pearson.com/en/contact-us.html](https://qualifications.pearson.com/en/contact-us.html).

# Contents

<b>1</b>	<b>The Telecoms Field Operative Apprenticeship</b>	<b>1</b>
	What are Pearson End-point Assessments?	1
	Purpose	1
	Industry support and recognition	1
<b>2</b>	<b>Summary of End-point Assessment</b>	<b>2</b>
<b>3</b>	<b>EPA structure</b>	<b>3</b>
	Telecoms Field Operative EPA	3
	EPA Grading	3
<b>4</b>	<b>Assessment</b>	<b>4</b>
	Assessment plan	4
	Language of assessment	4
	Gateway	4
<b>5</b>	<b>End-point Assessment Methods</b>	<b>5</b>
	Assessment method 1: Practical Demonstration	5
	Assessment method 2: Professional Discussion	9
	Assessment method 3: Knowledge Test	13
<b>6</b>	<b>Delivery of End-point Assessment</b>	<b>15</b>
	End-point assessment planning and scheduling	15
	Reassessment	15
	Booking reassessment	15
	Appeals	15
<b>7</b>	<b>Access to assessment</b>	<b>17</b>
	Access to assessment for apprentices with disabilities or specific needs	17
	Reasonable adjustments	17
<b>8</b>	<b>Further information</b>	<b>19</b>
<b>9</b>	<b>Glossary</b>	<b>21</b>
	<b>Annexe A: Gateway Declaration Form</b>	<b>23</b>
	<b>Annexe B: Assessment Plan</b>	<b>25</b>

# 1 The Telecoms Field Operative Apprenticeship

## What are Pearson End-point Assessments?

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End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

The EPA in this specification relates to the Telecoms Field Operative apprenticeship.

## Purpose

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The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a Telecoms Field Operative who build, provide or repair telecom services for commercial or residential customers on the UK's National Telecom Access Network. Typical job titles within the Telecoms Field Operative role include: Trainee Engineer Copper, Trainee Engineer Fibre, Fibre Joiner, Copper Joiner, External Network Cabler Field Installation Engineers, Network Infrastructure Engineer, Nationwide Cable Network Field Force Engineer, Telecoms Customer Service Engineer, Access Field Technician, Business Connections Field Engineer, Installations Technician, Overhead Installation Operative, Telecommunications Installation Technician.

## Industry support and recognition

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Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

## 2 Summary of End-point Assessment

EPA Title	Pearson Level 2 End-point Assessment for Telecoms Field Operative
Qualification number (QN)	610/0404/2
Ofqual Regulation start date	25/01/2022
First Pearson assessment	01/08/2021
Assessment method	<ul style="list-style-type: none"> <li>• Assessment method 1: Practical Demonstration</li> <li>• Assessment method 2: Professional Discussion</li> <li>• Assessment method 3: Knowledge Test</li> </ul> <p>Refer to <i>Section 5</i> for detailed information about each assessment method.</p>
Grading	Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The typical duration for this apprenticeship is 15 months.
Gateway requirements	<ul style="list-style-type: none"> <li>• Employer confident that the apprentice is ready and is consistently working at, or above, the level of the occupational standard.</li> <li>• Apprentice has achieved English and mathematics Level 1.</li> <li>• The apprentice has compiled a portfolio of evidence to underpin the Professional Discussion assessment method.</li> </ul>
Time period for completion of EPA	The EPA is completed within an EPA period lasting typically of three month(s), after the EPA gateway.
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson claims certificates on behalf of apprentices.

# 3 EPA structure

## Telecoms Field Operative EPA

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The EPA for the Telecoms Field Operative apprenticeship consists of the following three assessment methods:

- Assessment method 1: Practical Demonstration
- Assessment method 2: Professional Discussion
- Assessment method 3: Knowledge Test.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment methods	Duration	Assessment method grading
Practical Demonstration	2.5 hours	Fail/Pass
Professional Discussion	60 minutes	Fail/Pass/Distinction
Knowledge Test	60 minutes	Fail/Pass

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.

## EPA Grading

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The grading for this EPA is Fail/Pass/Distinction. 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.

The table below shows how the grade from each end-point assessment method is combined to determine the overall end-point assessment grade.

Practical Demonstration	Professional Discussion	Knowledge Test	End-point assessment grade
A fail in any one or more assessment methods			Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Distinction

# 4 Assessment

## Assessment plan

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Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe B*.

## Language of assessment

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Apprentices must use English only during the assessment of this EPA.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

## Gateway

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Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe B*.

Employers must complete a *Gateway Declaration Form (Annexe A)* with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

# 5 End-point Assessment Methods

## Assessment method 1: Practical Demonstration

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### Structure

The Practical Demonstration assesses apprentices' knowledge, skills and behaviours assigned to this method from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Practical Demonstration	
Summary	<p>The apprentice is observed completing a Practical Demonstration in a simulated environment consisting of three separate tasks:</p> <ul style="list-style-type: none"><li>• Correct identification of telecoms cables</li><li>• Installation of a new telecoms component</li><li>• Fault-finding on the telecoms network.</li></ul> <p>They also need to answer a minimum of 12 questions (approximately four for each task) to clarify work undertaken, processes followed and assess related underpinning knowledge, skills and behaviours.</p> <p>Due to the variance of roles and products used across the telecoms industry the three tasks are set in line with the role* of the apprentice. There is also scope for assessments to be carried out on a portable test board. Pearson will consult with employers to ensure relevant and comparable assessment. Full details of how the practical demonstration will operate and what it covers is set out in the <i>Practical Demonstration Brief</i> (available through ACE360 and emailed to the employer).</p> <p><i>*to support the organisation of the assessment, the role is divided into 'specialisms' which include; Copper Engineer, Fibre Joints, Cables, FTTP, Multi-skilled, Other (see Gateway form for full descriptions). These will be discussed during consultation with employers.</i></p>

## Practical Demonstration (continued)

Duration	<p>Total assessment time for all three tasks is 2.5 hours.</p> <p>Each individual task has not been set a prescriptive duration, however, it is suggested apprentices allow 20 minutes for the identification task and 65 minutes each for the installation and fault-finding tasks.</p> <p>This is for guidance purposes only; apprentices are not measured against these individual suggested times, only the time for successful completion of all three tasks.</p> <p>The IEA has discretion to increase the time by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA. Further time may be granted for apprentices with appropriate needs, which is managed through Pearson's reasonable adjustment policy.</p>
Grading	<p>Pass/Fail</p> <p>Apprentices are required to meet all the grade descriptors to achieve a pass in this assessment method. The grade descriptors can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	<p>Apprentices should use the <i>EPA Resource Pack and Practical Demonstration Brief</i> to support their preparation. These are available through ACE360 and emailed to the employer.</p>
Delivery and conduct	<p>The Practical Demonstration is conducted in a simulated environment.</p> <p>The IEA observes the apprentice and takes notes.</p> <p>The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.</p>
Assessment	<p>The IEA observes and asks the apprentice questions and judges their performance against the grade descriptors using the assessment guidance in the <i>Practical Demonstration Brief</i>.</p>

## Standards Assessed

The Practical Demonstration assesses the following skills from the apprenticeship standard.

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



## Assessment method 2: Professional Discussion

### Structure

The Professional Discussion assesses apprentices' knowledge, skills and behaviours assigned to this method from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Professional Discussion	
Summary	<p>The Professional Discussion is structured to draw out the best of the apprentice's competence and excellence and coverage of the required KSBs. It is focused around the apprentice's case study evidence within their portfolio of evidence (compiled during the on-programme period).</p> <p>Apprentices need to refer to and illustrate their responses with evidence from their portfolio, however the portfolio is not directly assessed.</p>
Duration	60 minutes with IEA discretion to increase the time by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs. For further information, please refer to Pearson's reasonable adjustment policy.
Portfolio of evidence	Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the Professional Discussion. This portfolio is submitted prior to the Professional Discussion.
Grading	<p>Pass/Distinction</p> <p>Pass: Apprentices must achieve all pass descriptors.</p> <p>Distinction: Apprentices must achieve all pass descriptors and all distinction descriptors.</p> <p>The grading descriptors for this assessment method can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.

<b>Professional Discussion (continued)</b>	
Delivery and conduct	<p>The Professional Discussion is conducted either face to face or remotely.</p> <p>The IEA asks the apprentice a range of questions focusing on their case studies and apprentices present their work-based evidence as part of their response.</p> <p>This must take place in a quiet environment away from the apprentice's normal working environment.</p> <p>The IEA takes notes and the Professional Discussion is audio or video recorded.</p>
Assessment	<p>The IEA will review the apprentice's responses against the pass and distinction grade descriptors using the assessment guidance in the <i>EPA Resource Pack</i>.</p>

## Standards Assessed

The Professional Discussion assesses the following knowledge, skills and behaviours from the apprenticeship standard.

<b>Knowledge</b>	<b>Apprenticeship standard outcomes</b>
K6	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.
K8	Risk assessments, method statements and their application to the role.
K11	<p>Customer service, understanding the differing needs and priorities of various customers.</p> <p>Adapting communication style to interact with customers or members of the public in a range of situations.</p>
K12	Escalation channels and the correct escalation process including when, how and to whom.

<b>Skills</b>	<b>Apprenticeship standard outcomes</b>
S1	Carry out a risk assessment before starting work activities. Follow method statements.
S3	Work from and interpret telecom network plans to identify plant or location.
S4	Work on and in various connection points in the telecoms network.
S5	Work in a safe manner and follow correct procedures when entering and working in the telecoms network in various environments, including overhead and underground.
S9	Maintaining safety standards whilst working towards the task objectives.
S11	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.
S12	Identify and take appropriate actions when working around other utilities services.
S13	Working as an individual or as a member of a team to achieve defined goals.

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



## Assessment method 3: Knowledge Test

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### Structure

The Knowledge Test is an onscreen test that assesses apprentices' knowledge and understanding across specific areas of the apprenticeship standard, in line with the assessment plan requirements.

Knowledge Test	
Summary	Questions consist of closed response questions (multiple choice questions).
Duration	60 minutes
Number of questions	30 (1 mark each)
Grading	To pass, apprentices achieve 24 marks or more out of 30. If apprentices achieve 23 marks or less, they are marked as a fail.
Preparation	Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme.
Delivery and conduct	The Knowledge Test is available on demand through Pearson's online systems.
Sample Assessment Materials	Sample assessment materials (SAMs) are provided for the Telecoms Field Operative Knowledge Test. The SAMs provide an example of the actual Knowledge Test in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear and give a good indication of how the Knowledge Test is structured. The SAM for this test is available from ACE360.

## Standards Assessed

The onscreen test assesses the following knowledge from the apprenticeship standard:

Knowledge	Apprenticeship standard outcomes
K1	The principles of OFCOM and government targets for broadband coverage for the UK.
K2	The UK telecom network including different types of fixed-line such as copper, full fibre network and mobile broadband in the UK.
K3	The identification and connection of telecom cables; the services and products they are associated with.
K4	Service Level Agreements (SLA) and the impact of failing to meet these.
K5	Running telecom cables in a range of environments such as overhead, underground, in customers' premises, business premises, exchanges and public areas. (Following industry standards.)
K7	The safety at street and road works code of practice.
K9	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.
K10	The principles of testing, checking and installation. The completion process including signing off completed work and demonstrating service where required.
K13	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.
K14	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.
K15	GDPR (General Data Protection Regulations) and how they impact the role.

# 6 Delivery of End-point Assessment

## End-point assessment planning and scheduling

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Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once a contract is in place, Pearson consults with the employer/training provider to ensure the three tasks in the Practical Demonstration assessment are set in line with the apprentices' role and replicate the employer's network.

Once the gateway evidence has been uploaded to ACE360, this alerts the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA agrees a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All three assessment methods of the end-point assessment must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

## Reassessment

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Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale is agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe B*.

## Booking reassessment

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Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA liaises with the key contact to start the scheduling process.

## Appeals

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The *EPA enquiries and appeals process* is available on the Pearson website and ACE Knowledge base. This has full information about what happens if an apprentice or centre wishes to query the result of an assessment.



# 7 Access to assessment

## Access to assessment for apprentices with disabilities or specific needs

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Equality and fairness are central to our work. Our *equity, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

## Reasonable adjustments

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A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment than this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson applies the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).



## 8 Further information

We have a dedicated account support team, across the UK, to give you more personalised support and advice. To contact your account specialist:

**Email:** [wblcustomerservices@pearson.com](mailto:wblcustomerservices@pearson.com)  
or use the self-help portal to find help or ask a question  
[qualifications.pearson.com/en/contact-us/wbl.html](https://qualifications.pearson.com/en/contact-us/wbl.html)

**Telephone:** 0844 576 0045

Visit our 'Contact us' pages for details of other contacts:

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[qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).



## 9 Glossary

Apprenticeship standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on <a href="http://www.gov.uk">www.gov.uk</a> .
Assessment plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment method	The different assessments that form the overarching EPA. Most EPAs typically have between two and four assessment methods that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End- point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.
Retake	An apprentice requires further learning after failing an assessment method before they can be re-entered for it.
Resit	An apprentice fails an assessment method but is able to be re-entered immediately without any further learning.

Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

# Annexe A: Gateway Declaration Form

<b>Apprentice name:</b>		<b>ULN</b>	
<b>On-programme start date:</b>			
<b>Specialism*: e.g.</b> 1. Copper Engineer 2. Fibre Joiner 3. Cabler 4. FTTP 5. Multi-skilled 6. Other			
<b>Gateway date:</b>			
<b>Evidence</b>	<b>Y/N</b>	<b>Comments (if applicable)</b>	
English and maths certificates (L1 or above)			
Portfolio of evidence			
<b>Employer declaration</b>			
I confirm that the apprentice has:			
<ul style="list-style-type: none"> <li>achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship</li> <li>produced their evidence portfolio to the specified criteria.</li> <li>achieved the prerequisites listed above and is ready for their end-point assessment.</li> </ul>			
Name: _____ Date: _____			
Signature: _____			
<b>Apprentice declaration</b>			
I confirm the gateway evidence is my own and I agree to be put forward for my EPA.			
Signature: _____ Date: _____			

- \* 1. **Copper Engineer:** Responsible for a copper line from the exchange to network termination point (customer premises), including fault, repair and installation
2. **Fibre-jointer:** Responsible for a fibre line from the exchange to distribution point, including fault, repair.
3. **Cabler:** Responsible for fibre and/or copper cabling on the network between various points
4. **FTTP:** Responsible for the final part of the FTTP connection to customer's property. This involves installing a new cable from a local distribution point into the property.
5. **Multi-skilled:** Works across more than one specialism listed (please give detail in the box provided, including which specialism is most dominant).
6. **Other:** Please give detail if the apprentice does not fit any of the above specialisms.

# Annexe B: Assessment Plan



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

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

### Contents

Introduction and overview .....	26
EPA summary table .....	27
Length of end-point assessment period .....	28
Order of assessment methods .....	28
Gateway .....	29
Assessment methods .....	30
Reasonable adjustments .....	36
Grading .....	37
Re-sits and re-takes .....	41
Roles and responsibilities .....	42
Internal Quality Assurance (IQA) .....	44
Affordability .....	44
Professional body recognition .....	44
Mapping of knowledge, skills and behaviours (KSBs) .....	45

## 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. All apprentices must spend a minimum of 12 months on programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

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.

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 Endpoint 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

<p><b>On-programme</b> (typically 15 months)</p>	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>The apprentice must complete training towards English and mathematics qualifications as specified by the apprenticeship funding rules, if required.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard</p> <p>The apprentice must have passed English and mathematics qualifications at Level 1. (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. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).</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>
<p><b>End-point assessment</b> (which will typically take months)</p>	<p>Assessment Method 1: Practical Demonstration</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail / Pass</li> </ul> <p>Assessment Method 2: Professional Discussion With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail / Pass / Distinction</li> </ul> <p>Assessment Method 3: Knowledge Test With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail / Pass</li> </ul>

## **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:

- Achieved English and mathematics Level 1. (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. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as 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</b> <b>S7 S8</b> <b>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.</p> <p>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.</p> <p>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
<p><b>K6 K8</b> <b>K11</b> <b>K12</b></p> <p><b>S1 S3</b> <b>S4 S5</b> <b>S9 S11</b> <b>S12</b> <b>S13</b></p> <p><b>B1 B2</b> <b>B4</b></p>	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>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>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>

<b>KSBs</b>	<b>Fail</b>	<b>Pass - must achieve all pass descriptors</b>	<b>Distinction - must achieve all pass descriptors and all distinction descriptors</b>
		<p>Provides examples of a time when they have had to show 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>	

### Assessment method 3: Knowledge Test

KSBs	Fail	Pass
K1 K2 K3 K4 K5 K7 K9 K10 K13 K14 K15	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>

Role	Responsibility
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

<b>Skills</b>
<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

<b>Knowledge</b>
<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.

<b>Skills</b>
<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.

<b>Behaviours</b>
<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

<b>Knowledge</b>
<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.

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