



# Qualification specification

**NCFE Level 3 Technical Occupational Entry in  
Digital Support (Diploma)  
QN: 610/4005/8**

**Qualification summary**

<b>Qualification title</b>	NCFE Level 3 Technical Occupational Entry in Digital Support (Diploma)		
<b>Ofqual qualification number (QN)</b>	610/4005/8	<b>Aim reference</b>	61040058
<b>Guided learning hours (GLH)</b>	360	<b>Total qualification time (TQT)</b>	480
<b>Minimum age</b>	19		
<b>Qualification purpose</b>	<p>This qualification is designed to provide learners with the knowledge, skills and behaviours (KSBs) relevant to developing competence in digital support.</p> <p>This qualification will provide employers with reliable evidence of a learner's attainment against occupational standard KSBs that form the minimum requirements for entry into occupation.</p>		
<b>Rule of combination</b>	The learner is required to complete 7 mandatory units and 1 pathway unit to achieve this qualification.		
<b>Grading</b>	Not yet achieved/pass/merit/distinction.		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Occupational standards</b>	<p>This qualification is mapped against the following occupational standard:</p> <p>ST0120: Digital Support Technician (Level 3) Version 1.1</p> <p>A mapping document is available on the qualification's page on the NCFE website.</p>		
<b>UCAS</b>	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4005/8		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Centres can register learners on one of the following pathways:

- digital application technician (DAT)
- digital service technician (DST)

Digital application technician (DAT) – this pathway will allow learners to gain an understanding of the knowledge and skills associated with the role of a digital application technician. The learner will understand the role of productivity software applications and how digital information systems are used to maintain software application support. The learner will also be able to use appropriate troubleshooting tools and techniques to investigate and resolve software application problems. The learner will go on to understand coaching and how to coach and guide stakeholders to develop software application skills.

Digital service technician (DST) – this pathway will allow learners to gain an understanding of the knowledge and skills associated with the role of a digital service technician. The learner will understand the components within a database management system and the approaches to configuring software applications. The learner will go on to understand how to maintain digital systems. They will be able to select and apply digital tools and techniques to provide support to end users and diagnose system problems. The learner will also understand digital channels and will be able to select appropriate digital channels to provide support to end users.

When registering learners, centres should use the accreditation number followed by the 3-letter pathway option code shown in brackets above. For example, to register learners on the digital application technician pathway, use M/651/1109/DAT. Please note - as the pathway will be listed on the certificate, it is important that tutors make clear to learners the specific pathway they will be registered against.

### Aims and objectives

This qualification aligns to knowledge, skills and behaviours (KSBs) in the ST0120: Digital Support Technician (Level 3) Version 1.1 occupational standard. The aim of this qualification is to enable entry to the associated occupation, providing entry competence. Further learning may be required in the workplace to reach full occupational competence.

### Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### **Guidance for entry and registration**

This qualification is designed as an occupational entry technical qualification for adults.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **7 core** graded mandatory units and **1** graded pathway unit.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - digital application technician
  - digital service technician
  - applications and online service executive
  - data administrator
  - database administrator
  - digital applications specialist
  - digital coach
  - digital service agent
  - digital support professional
  - digital systems operator
  - digital transformation associate
  - ICT support analyst
  - IT operations technician

## Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 3 Technical Occupational Entry in Digital Support (Diploma).

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

We have created sample tasks for the internally assessed 9 units, which can be found within a separate document in the member's area of our website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all knowledge learning outcomes (LOs for 9 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

## External quality assurance (EQA)

Summatively assessed and internally quality assured grades for completed units must be submitted via the Portal, prior to an external quality assurance (EQA) review taking place. Following the EQA review, the unit grades will either be accepted and banked by your external quality assurer or, if they disagree with the grades, they will be rejected. More detailed guidance on this process and what to do if your grades are rejected can be found in the support handbook and the NCFE website.



## Grading information

Each unit of the qualification is graded using a structure of not yet achieved, pass, merit, distinction.

### Grading internally assessed units

The grading descriptors for each unit have been included in the qualification specification. Grading descriptors have been written for each AC within the units. Assessors must be confident that, as a minimum, all AC have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit.

Once assessors are confident that all the pass descriptors have been met, they can move on to decide if the merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can decide if the distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the pass criteria, a grade of not yet achieved must be awarded for the unit.

Centres must then submit each unit grade via the Portal. The grades submitted will be checked and confirmed through the EQA process. This is known as 'banking' units. Once a learner's grade has been banked, they are permitted one opportunity to revise and redraft their work, more detail on this process can be found in the support handbook.

The internal assessment component is based on performance of open-ended tasks that are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to a uniform mark scale (UMS) score. The UMS score for each unit is then combined and converted into an overall qualification grade.

All of the AC need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the LO as a whole. This allows for increased professional judgement on the part of the assessor in terms of the learner's overall level of performance against the LOs.

### Awarding the final grade

The final qualification grade is calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds:

Mandatory core units				
	Max	P	M	D
Unit 01 Data systems	12.5%	1	3	5
Unit 02 Data backup and storage	12.5%	1	3	5
Unit 03 Data fundamentals	12.5%	1	3	5

Unit 04 Digital information systems	12.5%	1	3	5
Unit 05 Business operation	12.5%	1	3	5
Unit 06 Communication	12.5%	1	3	5
Unit 07 Professional development and working practices	12.5%	1	3	5
<b>Pathway units</b>				
	<b>Max</b>	<b>P</b>	<b>M</b>	<b>D</b>
Unit 08 Digital application technician (DAT)	12.5%	1	3	5
Unit 09 Digital service technician (DST)	12.5%	1	3	5

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Total score	Grade
33–40	D
17–32	M
8–16	P
0–7	Not yet achieved

The final grade for the qualification is based on a structure of not yet achieved, pass, merit and distinction and will be issued to the centre by NCFE upon the centre claiming the learner's certificate on the Portal.

For further information on assessment, please refer to the user guide to the external quality assurance review report.

**NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.**

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

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**Mandatory units**

**Unit 01 Data systems (A/651/1102)**

<b>Unit summary</b>				
The learner will gain an understanding of the purpose and use of digital automation technologies. They will understand the principles of secure data handling and be able to apply common security controls to mitigate data loss. They will also understand digital transformation and the use of templates to support service desk performance.				
<b>Assessment</b>				
This unit is internally assessed and externally quality assured.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>45 GLH</b>	
<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand digital automation technologies	1.1 The purpose and use of digital office automation technologies to improve operational efficiency (for example integration of technology, reduce costs, improve collaboration)	Explain the purpose and use of digital office automation technologies to improve operational efficiency.	Explain how the data lifecycle can be practically applied in digital office automation, using specific examples that highlight the benefits of improved operational efficiency and cost savings.	Explaining digital automation technologies effectively with strong justifications, logical reasoning and evidence of relevant research throughout.
	1.2 The steps within the data lifecycle and their use within digital office automation	Outline the steps within the data lifecycle and their use within digital office automation.		
2. Understand secure data handling and apply common security controls	2.1 The principles of secure data handling (for example, inventory of data, safeguarding of data)	Identify the principles of secure data handling.	Demonstrate how principles, processes, and procedures for handling data securely can be implemented using examples and real-world scenarios that clearly illustrate the consequences an	Secure data handling and the application of common security controls, with solid justifications, backed by evidence of research that strengthens any recommendations made. This has been achieved
	2.2 The importance of processes and procedures to support secure data handling and sharing (for example, encryption)	Discuss the importance of processes and procedures to support secure data handling and sharing.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	2.3 The use of encryption to support secure data transmission	Explain the use of encryption to support secure data transmission.	organisation faces when failing to comply with regulations and legislation.	by incorporating relevant examples, with real-world illustration.
	2.4 The potential consequences of non-compliance with legislation and regulations on secure data handling: <ul style="list-style-type: none"> <li>• The Data Protection Act 2018</li> <li>• organisational regulations</li> <li>• industry specific regulations</li> </ul>	Discuss the potential consequences of non-compliance with legislation and regulations on secure data handling (as identified in AC2.4).		
	2.5 The use of access controls to secure data (for example, role-based access control (RBAC))	Explain the use of access control methods used when securing data access.	Discuss and identify the implementation of standard security controls, while examining the rationale behind any decisions made. Demonstrate the understanding and application of security principles and data risk mitigation, highlighting how each measure aligns with key security principles using illustrative examples.	
	2.6 Common security controls used to mitigate risk and data loss: <ul style="list-style-type: none"> <li>• technical security controls (for example, firewalls, antivirus protection)</li> <li>• administrative security controls (access controls organisational policies)</li> <li>• end point security controls (for example, applied to mobile devices)</li> </ul>	Compare common security controls (as identified in AC2.6) to mitigate risk and data loss.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	<ul style="list-style-type: none"> <li>• data loss prevention (DLP) strategy and methodologies</li> </ul>			
	2.7 The application of information security principles to mitigate data loss: <ul style="list-style-type: none"> <li>• CIA triad:                             <ul style="list-style-type: none"> <li>○ confidentiality</li> <li>○ integrity</li> <li>○ availability</li> </ul> </li> <li>• IAAA:                             <ul style="list-style-type: none"> <li>○ identification</li> <li>○ authentication</li> <li>○ authorisation</li> <li>○ accountability</li> </ul> </li> </ul>	Explain the application of information security principles (as identified in AC2.7) to mitigate data loss.		
	2.8 Apply common security controls to maintain system security	Demonstrate the ability to apply common security controls required to maintain system security.		
3. Understand digital transformation and the use of	3.1 The purpose of digital transformation in improving service desk performance	Explain the purpose of digital transformation in improving service desk performance.	Identify ways digital transformation can be a mechanism to improving service desk	Research into digital transformation and the use of templates to support service desk

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
templates to support service desk performance.	3.2 The use of templates (for example, email, automated SMS) and how they contribute to best working practice within an organisation	Outline the use of templates and how they contribute to best working practice within an organisation.	performance through automated processes. Assess the ways in which these improvements affect efficiency and reinforce this through examples and case studies.	performance, drawing conclusions on how these automated systems can improve efficiency and operations. Evidence-based findings should be present with strong justifications and logical reasoning.

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**Unit 02 Data backup and storage (D/651/1103)**



<b>Unit summary</b>			
The learner will gain an understanding of the concept of digital architecture. They will understand the considerations, approaches and tools to use when backing up data. They will also understand the importance of securely backing up data and the impact this has on an organisation.			
<b>Assessment</b>			
This unit is internally assessed and externally quality assured.			
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>36 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand digital architecture	1.1 The concept of digital architecture: <ul style="list-style-type: none"> <li>• agility</li> <li>• responsiveness</li> <li>• adaptability</li> </ul>	Explain the concept of digital architecture paying particular attention to its agility, responsiveness, and adaptability.	Discuss and examine the factors involved in digital architecture, specifically comparing physical and cloud-based solutions. Working examples are provided to help explain any recommended implementation decisions.	Research that thoroughly explores the field of digital architecture and provides a comprehensive understanding. Any recommendations made include a well-rounded conclusion and clear well-supported justification.
	1.2 The differences between physical and cloud data storage	Outline the differences between physical and cloud data storage.		
	1.3 The function of operating systems (OS) and how they provide an interface for network, computer and mobile devices	Describe the function of operating systems (OS) and how they provide an interface for network, computer and mobile devices.	Explore a range of OS's based on different device types. Network OS is discussed considering the server roles required in a network and how these can be managed by the OS.	
	1.4 The role of servers to support application and data infrastructure: <ul style="list-style-type: none"> <li>• on premises</li> <li>• cloud/virtual</li> </ul>	Explain the role of servers to support application and data infrastructure (as identified in AC1.4).		
2. Understand data backups	2.1 The importance of backing up data	Explain the importance of backing up data securely	Clearly explain their understanding of various	Research into a range of backup procedures and



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	securely and the benefits to an organisation	and the benefits to an organisation.	aspects related to backup procedures, with a specific focus on data security.	clear, justified recommendations, using appropriate technical terminology throughout. Any decisions made should be supported by case studies and working examples.
	2.2 The considerations to make when backing up data: <ul style="list-style-type: none"> <li>• types of data (for example, spreadsheets, databases, emails)</li> <li>• size</li> <li>• location</li> <li>• encryption</li> </ul>	Outline the considerations to make when backing up data (as identified in AC2.2).	These explanations are supported by real-life case studies and examples that highlight the factors that should be taken into account when considering backup procedures.	
	2.3 The differences between a range of backup approaches (for example, full, incremental, selective)	Explain the differences between a range of backup approaches (as identified in AC2.3).	Support evidence by way of case studies and working examples to help illustrate the benefits of choosing the best backup approach and methods for managing and scheduling this.	
	2.4 The use of tools and technologies to schedule and manage backups	Discuss the use of tools and technologies that can be used to manage and schedule backups.		
	2.5 How to restore data from a backup	Outline how to restore data from a backup.		

**Unit 03 Data fundamentals (F/651/1104)**



<b>Unit summary</b>			
The learner will gain an understanding of the concepts and fundamentals of data. They will understand how to apply the CIA triad principles when transferring, deleting, storing, using and communicating data. They will also understand a range of different data types and explain how organisations use them.			
<b>Assessment</b>			
This unit is internally assessed and externally quality assured.			
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>36 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand the concepts and fundamentals of data and apply information security principles.	1.1 The application of the CIA triad principles when transferring, deleting, storing, using and communicating data (for example, when using a mobile device)	Explain the application of the CIA triad principles when transferring, deleting, storing, using and communicating data.	Clearly identify CIA triad principles with a rationale for the mitigation techniques recommended. These techniques are applied to transferring, deleting and using data and examples, and are used to illustrate key points.	The concepts and fundamentals of data and the application of information security principles. This is explored in depth with extensive research into all aspects. Any explanations are supported by concrete examples, providing clarity while recommendations are substantiated by research evidence, ensuring their justification.
	1.2 Apply CIA triad principles when transferring, deleting, storing, using and communicating data to meet requirements	Demonstrate the ability to apply CIA triad principles when transferring, deleting, storing, using and communicating data to meet requirements.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	1.3 The differences between a range of data types: <ul style="list-style-type: none"> <li>• structured</li> <li>• unstructured</li> <li>• semi-structured</li> </ul>	Outline the differences between a range of data types (as identified in AC1.3).	Explore a range of data stores in detail that reference considerations for how the data will be used. Based on findings from research, examples of different data types and their use within an organisation is explored and aligned to the most suited store.	Conclusions that are based on findings and, where possible, supported by clear working examples
	1.4 How organisations use various types of data	Explain how organisations use various types of data.		
	1.5 The differences between data stores: <ul style="list-style-type: none"> <li>• database</li> <li>• data warehouse</li> <li>• data lake</li> </ul>	Outline the differences between data stores (as identified in AC1.5).		
	1.6 The considerations when searching, storing, integrating and organising data: <ul style="list-style-type: none"> <li>• location (for example, on premises or cloud based)</li> <li>• access privileges</li> <li>• data ownership</li> <li>• status (for example, live or archived data)</li> <li>• size</li> </ul>	Explain the considerations (as identified in AC1.6) when searching, storing, integrating and organising data.		
	1.7 The characteristics of organising data (for example, type of data, file structure)	Describe the characteristics of organising data.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	1.8 The importance of data formats in data analysis: <ul style="list-style-type: none"> <li>• number</li> <li>• currency</li> <li>• date</li> <li>• time</li> <li>• percentage</li> <li>• scientific</li> </ul>	Explain the importance of data formats in data analysis (as identified in AC1.8).	suitable formats for different types of analysis. The evidence also extensively investigates methods for data entry and maintenance to determine the most effective approaches to use.	
	1.9 The approaches to data entry and maintenance	Identify the approaches to data entry and maintenance.		

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**Unit 04 Digital information systems (H/651/1105)**

<b>Unit summary</b>			
<p>The learner will gain an understanding of the function and features of information systems and how they are used within an organisation. They will understand the role, characteristics and components of a service desk and how to diagnose stakeholder’s digital problems. They will also understand and operate digital information systems and understand how they are used to support functions within an organisation.</p>			
<b>Assessment</b>			
<p>This unit is internally assessed and externally quality assured.</p>			
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>54 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand information systems	1.1 The function and features of information systems: <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• processing</li> <li>• data storage</li> </ul>	Explain the function and features of information systems (as identified in AC1.1).	Explore and clearly explain a range of information systems using examples. For each system, the functions and features should be considered, identifying how these would be beneficial to an organisation.	Thorough research of information systems. Cases have been explored to identify the functions and features they offer. Recommendations have been made for a system based on requirements with clear justification.
	1.2 The types and role of information systems used within an organisation	Outline the types and role of information systems used within an organisation.		
2. Understand the diagnosis of stakeholder’s digital problems	2.1 The role and function of a service desk	Explain the role and function of a service desk.	Explore in detail the role of the service desk. Clear guidelines have been provided to demonstrate the service desk request process and methods for handling this. Examples should be used to demonstrate working models.	Research into service desk and stakeholder requests and the use of tools and techniques to diagnose digital problems, resulting in clear conclusions and recommendations.  Evidence should be included throughout to illustrate ways in which troubleshooting tools and
	2.2 The process for managing service desk requests	Outline the process for managing service desk requests.		
	2.3 How service desk requests are classified, triaged and escalated	Outline how service desk requests are classified, triaged and escalated.		
	2.4 The use of troubleshooting tools	Explain the use of troubleshooting tools and		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	and techniques to diagnose stakeholder’s digital problems (for example, log files, command line)	techniques to diagnose stakeholder’s digital problems.	troubleshooting tools and techniques and use own initiative to select and apply the most relevant to support data analysis of stakeholders’ digital problems. Use of the tools and techniques should demonstrate a clear acknowledgement of relevant policies, procedures and legislation.	techniques can be used in accordance with procedures and legislation.
	2.5 In line with procedures and legislation, use own initiative to apply appropriate trouble shooting tools and techniques to identify and analyse data accurately to provide recommendations	Demonstrate the ability in line with procedures and legislation, to use own initiative to apply appropriate trouble shooting tools and techniques to identify and analyse data accurately to provide recommendations.		
	2.6 Work independently to follow legislation and procedures to securely access, use and share data whilst maintaining a productive and professional working environment	Demonstrate the ability to work independently to follow legislation and procedures to securely access, use and share data whilst maintaining a productive and professional working environment.		
3. Understand service desk system	3.1 The function and characteristics of a service desk system: <ul style="list-style-type: none"> <li>• difference between on premises and remote support</li> <li>• channels used to provide support (for example, control of device,</li> </ul>	Describe the function and characteristics of a service desk system (in relation to the points in AC3.1).	Explore in depth service desk systems and the way they operate based on their locations, support channels and links with external support. The features should be considered in relation to service desk components and how these meet the requirements. Examples	In depth exploration of service desk systems, associated communication channels and request response process. There should be clear evidence demonstrating the benefits to the organisation. This should be reinforced through research and any

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	telephone, online chat) <ul style="list-style-type: none"> <li>internal support or 3rd party support to multiple businesses</li> </ul>		of successful implementation should be evidenced.	methods used should be justified.
	3.2 The components of a service desk: <ul style="list-style-type: none"> <li>concept of self-help facility (for example, FAQ's)</li> <li>end user logging a service request</li> <li>distribution of requests to appropriate contacts within support team</li> <li>dashboard to monitor service level agreements (SLAs)</li> <li>escalation of issues or problem which cannot be resolved by service desk</li> </ul>	Explore the components of a service desk (in relation to the points in AC3.2).		
	3.3 The purpose of accessing and maintaining accurate stakeholder information (for example, internal staff,	Outline the purpose of accessing and maintaining accurate stakeholder information.	Evidence the correlation between the stakeholder information being stored and why this is important in resolving common service desk requests.	

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	external customers, suppliers) 3.4 Common service desk requests (for example, software bugs, password management, mobile device management) 3.5 Follow the process for managing service desk requests and use a digital channel to provide support and an appropriate and effective response	Outline common service desk requests.  Demonstrate the ability to follow the process for managing service desk requests and use a digital channel to provide support and an appropriate and effective response.	Following a service desk request, a detailed response should be created and clearly articulated by the most appropriate channel. There should be evidence that multiple channels have been considered and the chosen one is the best option.	
4. Understand and operate digital information systems	4.1 The application of digital information systems to support functions within an organisation: <ul style="list-style-type: none"> <li>• management</li> <li>• finance</li> <li>• human resources</li> <li>• bespoke organisational systems and databases</li> </ul> 4.2 The purpose and value of monitoring and reporting productivity and performance 4.3 Operate digital information systems to	Outline the application of digital information systems (as identified in AC4.1) to support functions within an organisation.  Explain the purpose and value of monitoring and reporting productivity and performance.  Demonstrate the ability to operate digital information	Explore in detail multiple digital information systems offering a range of services, resulting in the clear identification of the benefits to an organisation. For each system, identify how it can contribute to monitoring, reporting productivity and performance, including any recommendations.	Research into digital information systems and their operation, supporting any recommendations made and concluding in clear justifications. Examples should be included throughout to illustrate ways in which information systems can contribute to monitoring and reporting productivity and performance.



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	identify productivity and performance improvements, maintaining a professional approach	systems to identify productivity and performance improvements, maintaining a professional approach.		

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**Unit 05 Business operation (J/651/1106)**



<b>Unit summary</b>			
The learner will gain an understanding of the purpose and use of service level agreements. They will understand the role of metrics in service desk delivery and the importance of monitoring and reporting against service level agreements to contribute to an organisational performance and customer service. They will also understand the importance of an organisation’s digital presence and brand and how this is maintained. They will also go on to understand the use of current and emerging digital technologies and how these may impact a service desk.			
<b>Assessment</b>			
This unit is internally assessed and externally quality assured.			
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>45 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand service level agreements and metrics within a service desk	1.1 The purpose and use of a service level agreement (SLA)	Explain the purpose and use of an SLA.	Discuss the importance of SLAs and service desk metrics on performance improvement, by examining examples and identifying a variety of metrics that can be used for assessment.	SLAs and metrics within a service desk have been thoroughly researched and any conclusions are fully supported and justified.
	1.2 The role of metrics in service desk delivery (for example, rate of completion, quality of service)	Identify the role of metrics in service desk delivery.		
	1.3 The importance of monitoring and reporting against SLAs to contribute to an organisational performance and customer service	Explain the importance of monitoring and reporting against SLAs to contribute to an organisational performance and customer service.		
2. Understand organisational digital presence and brand	2.1 The significance of an organisation’s digital presence (for example, business critical systems and operations)	Identify the significance of an organisation’s digital presence.	Thoroughly examine business continuity and contingency plans, drawing clear conclusions on their effectiveness in safeguarding an	Extensive research on an organisation's digital presence and brand protection, using examples and case studies to illustrate key points,

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	2.2 How an organisation's brand is maintained and safeguarded using contingency planning (for example, business continuity)	Explain how an organisation's brand is maintained and safeguarded using contingency planning.	organisation's digital presence and brand identity. This should be supported by real-life examples showcasing the importance of proactive planning to prevent online damage.	providing a comprehensive summary of findings along with justified recommendations.
	2.3 How systems are used to maintain an organisation's digital presence: <ul style="list-style-type: none"> <li>• online products and services</li> <li>• internal infrastructure and support systems</li> </ul>	Identify (as identified in AC2.3) how systems are used to maintain an organisation's digital presence.	Analyse in detail an organisation's digital presence, examining the impact of service support decisions on its effectiveness, and clearly articulating the positive and negative effects while incorporating relevant technical terminology.	
	2.4 How service support decisions may impact an organisation's digital presence	Explain how service support decisions may impact an organisation's digital presence.		
3. Understand current and emerging technologies within service desks	3.1 The use of current and emerging digital technologies and how these may impact a service desk: <ul style="list-style-type: none"> <li>• data technologies (for example, trend analysis)</li> <li>• artificial intelligence (AI) and machine learning (for example,</li> </ul>	Identify the use of current and emerging digital technologies (as identified in AC 3.1) and how these may impact a service desk.	Discuss a wide range of current and emerging technologies, aligning the most relevant to the impact they may have on the service desk. The evidence should showcase working examples of current technologies and clearly examine the implications of relevant emerging technologies.	Comprehensive research that has been conducted on both current and emerging technologies within service desks, clearly identifying their impact using examples, while incorporating accurate use of technical terminology.

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	development of self-help for users) <ul style="list-style-type: none"> <li>• robotic process automation (RPA) (for example, resolution of user problems)</li> <li>• augmented reality (AR) (for example, training the user)</li> </ul>			

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**Unit 06 Communication (K/651/1107)**

<b>Unit summary</b>			
<p>The learner will gain an understanding and use communications channels to support service delivery. They will understand the importance of communicating with end users when responding to a service desk request. The learner will be able to take responsibility to deliver service desk support using a range of communication channels and apply appropriate terminology throughout the service. They will also understand and be able use collaborative tools and industry standard digital technologies to work as part of a team and share best practice.</p>			
<b>Assessment</b>			
<p>This unit is internally assessed and externally quality assured.</p>			
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>36 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand and use communication channels and deliver service desk support	1.1 The application of communication channels to support service delivery (for example, digital, telephone, face to face)	Identify the application of communication channels to support service delivery.	Compare various communication channels and identify the best suited for a particular situation.	Research of a wide range of communication channels that are used within service desk support, resulting in clear recommendations of use. Clear justification of the chosen solutions is supported through working examples.
	1.2 The importance of communicating with end users when responding to a service desk request (for example, maintaining self-motivation)	Explain the importance of communicating with end users when responding to a service desk request.	Identify an appropriate communication channel accurately documenting the communication process and evaluate the selected methods to determine their suitability for effective end user support.	
	1.3 Take responsibility to deliver service desk support using a range of communication channels and apply appropriate terminology	Demonstrate the ability, to take responsibility to deliver service desk support using a range of communication channels and apply appropriate terminology throughout		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	throughout the service desk request process	the service desk request process.		
2. Understand and use digital technologies and collaborative tools to work with others	2.1 The application of digital technologies and collaborative tools to work effectively as part of a service desk team and to support end users	Outline the application of digital technologies and collaborative tools to work effectively as part of a service desk team and to support end users.	Examine various digital automation technologies, research a range of collaborative tools, and evaluate their compatibility with a real-world working environment.	Research that has been conducted to provide examples, showcasing the use of digital technologies and collaborative tools for working with others, showing clear evidence of consideration of a diverse range of stakeholders and understanding how the tools may adapt to meet their specific requirements.
	2.2 How digital automation technologies can be used to collaborate with others	Explain how digital automation technologies can be used to collaborate with others.		
	2.3 How to adapt to different stakeholders and situations	Identify how to adapt to different stakeholders and situations.	Demonstrate consideration for a wide range of stakeholders in the digital sector, exploring the collaborative tools they utilise while working in teams and determining the optimal ways they can leverage these tools. Based on the findings, a reliable and proven method of sharing this information effectively with peers has been developed.	
	2.4 Apply collaborative tools and industry standard digital technologies to work effectively in order to share information and best practice: <ul style="list-style-type: none"> <li>• as part of a team</li> <li>• with stakeholders</li> </ul>	Demonstrate the ability to apply collaborative tools and industry standard digital technologies to work effectively as part of a team and with stakeholders, in order to share information and best practice.		

**Unit 07 Professional development and working practices (L/651/1108)**

<b>Unit summary</b>			
<p>The learner will gain an understanding of using trusted sources to support service desk requests. They will also understand the steps used in continuous improvement and how emerging technologies contribute to this. They will also understand and apply approaches to risk assessing the impact of own actions on the service desk environment. They will then go on to understand a range of sources to support learning techniques and how to effectively prioritise and manage time.</p>			
<b>Assessment</b>			
<p>This unit is internally assessed and externally quality assured.</p>			
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>45 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand trusted sources to support service desk requests	1.1 The importance of using trusted sources to support service desk requests: <ul style="list-style-type: none"> <li>• currency</li> <li>• relevance</li> <li>• authority</li> <li>• accuracy</li> <li>• purpose</li> </ul>	Discuss the importance of using trusted sources when resolving a service desk request (as identified in AC1.1).	Provide relevant examples of trusted sources for the points (as identified in AC1.1).	Research in relation to the use of trusted sources to support service desk requests.
2. Understand continuous improvement	2.1 The steps involved in performing continuous improvement (for example, ITIL service lifecycle): <ul style="list-style-type: none"> <li>• benchmarking current capabilities</li> <li>• identifying and assessing opportunities for improvement (for example, trend</li> </ul>	Outline the steps involved when performing continuous improvement (as identified in AC2.1).	Clearly identify the process of performing continuous improvements and how this can be supported through current and emerging technologies, supported by relevant examples and the use of technical terminology.	Research that is present and supports findings in relation to continuous improvement. This should provide a good basis for the evidence and should enhance a factual exploration.

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	analysis, costs benefit analysis) 2.2 The use of current and emerging technologies to contribute to continuous improvement (for example, knowledge bases, AI)	Explain the use of current and emerging technologies to contribute to continuous improvement.		
3. Understand current and emerging technologies	3.1 The impact of current and emerging digital technologies and possible impacts on service desk support: <ul style="list-style-type: none"> <li>• climate change</li> <li>• sustainability</li> <li>• moving to net carbon zero</li> </ul>	Outline the impact of current and emerging technologies (as identified in AC3.1) and how this may affect service desk support.	Discuss methods that could be used to reduce the impact on business operations by using current and emerging technologies. The evidence should be supported through the use of working examples.	Research in relation to current and emerging technologies that may impact service desk support.
4. Understand and apply approaches to risk assessing the impact of own actions on the service desk environment	4.1 The approaches used to risk assess the impact of own actions on stakeholders within the service desk environment (for example, surveys, key performance indicators (KPIs)) 4.2 Apply approaches to risk assess the impact of service support decisions on stakeholders	Identify the approaches used to risk assess the impact of own actions on stakeholders within the service desk environment. Demonstrate the ability to apply approaches to risk assess the impact of service support decisions on stakeholders.	Explain how the approaches can help in risk assessing the impact of own actions using working examples.	Research of relevant approaches to risk assessing the impact of own actions on the service desk environment and use this to form a basis for any evidence-based conclusions.



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
5. Understand learning techniques and use sources of knowledge	5.1 How learning techniques (for example, evaluation and reflection) contribute to continuing professional development (CPD) of digital support occupations	Explain how learning techniques contribute to CPD of digital support occupations.	Describe methods of identifying reliable and relevant sources of knowledge that can be used to contribute to CPD.	A comprehensive understanding of various Learning techniques with a relevant selection of sources of knowledge that are effectively used to improve own knowledge and skills.
	5.2 A range of sources of knowledge and verified information applicable to digital support occupations (for example, professional networks, academic publications)	Identify a range of sources of knowledge and verified information applicable to digital support occupations.		
	5.3 How to review own development needs to keep up to date with new technologies appropriate to digital support occupations	Outline how to review own development needs to keep up to date with new technologies appropriate to digital support occupations.	Develop a plan to improve own knowledge and skills by reviewing own development needs and identifying how these are aligned to technological advancements.	
	5.4 Use a range of digital sources to extend own knowledge and skills appropriate to the digital support sector	Demonstrate the ability to use a range of digital sources to extend own knowledge and skills appropriate to the digital support sector.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
6. Understand effective time management and prioritisation	6.1 How to effectively manage time and priorities (for example, prioritising and ranking tasks based on service level agreements (SLA))	Outline how to effectively manage time and priorities.	Describe best practice when selecting methods for effective time management and prioritisation.	Research of a range of methods for effective time management and prioritisation has, resulting in clear recommendations of use.

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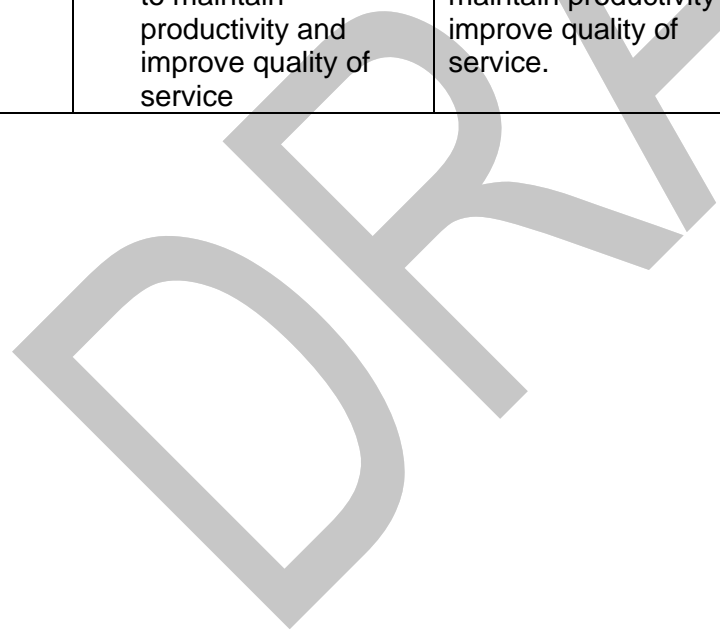
**Pathway units**

**Unit 08 Digital application technician (M/651/1109/DAT)**

<b>Unit summary</b>			
Learners will gain an understanding of the knowledge and skills associated with the role of a digital application technician.			
The learner will understand the role of productivity software applications and how digital information systems are used to maintain software application support. The learner will also be able to use appropriate troubleshooting tools and techniques to investigate and resolve software application problems. The learner will go on to understand coaching and how to coach and guide stakeholders to develop software applications skills.			
<b>Assessment</b>			
This unit is internally assessed and externally quality assured.			
<b>Optional</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>63 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand productivity software applications	1.1 The role of productivity software applications (for example, Office applications) and how they are used to create, update, edit, manage, and present data	Explain the role of productivity software applications and how they are used to create, update, edit, manage, and present data.	Discuss ways in which software application support can be accessed, paying attention to support available within the software and comparing these with external sources of help, clearly identifying the most appropriate method.	Clear understanding of the use of productivity software that is demonstrated and supported through relevant research and examples, outlining any recommendations.
	1.2 A range of sources of help within software applications (for example, user guides, tool tips, help functions)	Identify a range of sources of help within software applications.		
	1.3 A range of external help to support the use of software applications (for example, online	Identify a range of external help to support the use of software applications.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	blogs, tutorial videos, books)			
2. Understand how digital information systems provide software application support and use troubleshooting tools and techniques to investigate and resolve software application problems	2.1 How digital information systems (for example, a service desk) are used to provide and maintain software application support	Identify how digital information systems are used to provide and maintain software application support.	Explain how digital information systems can be used to enhance software application support. Evaluate the effectiveness of the troubleshooting tools and techniques that have been used to investigate and identify software application problems.	Relevant research throughout, resulting in a detailed conclusion and justification of any recommendations made.
	2.2 Use appropriate troubleshooting tools and techniques to investigate and resolve software application problems to maintain productivity and improve quality of service	Demonstrate the ability to use appropriate troubleshooting tools and techniques to investigate and resolve software application problems to maintain productivity and improve quality of service.		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	2.3 The role of application administration when installing, configuring and maintaining software: <ul style="list-style-type: none"> <li>• software licensing (for example, concurrent and non-concurrent licenses)</li> <li>• user permissions</li> <li>• security considerations (for example, using approved software)</li> </ul>	Outline the role of application administration when installing, configuring and maintaining software (as identified in AC 2.3).	Explain how digital information systems can be used to improve application administration support.	Relevant research throughout, resulting in a detailed conclusion and justification of any recommendations made. Evidence of research into business approaches to incorporating new software applications and digital transformation is present. The evidence should demonstrate that an organisation can effectively adapt to new software applications and an analysis of training requirements is present, with clear justifications for any recommendations made.
3. Understand business approaches to incorporating new software applications and digital transformation	3.1 How policies contribute to the productive use of software applications	Explain how policies contribute to the productive use of software applications.	Discuss methods that could be used to reduce the impact on business operations when implementing new software. The evidence should be supported through use of working examples.	Research into business approaches to incorporating new software applications and digital transformation is present. The evidence should demonstrate that an organisation can effectively adapt to new software applications and an analysis of training requirements is present, with clear justifications for
	3.2 The impact on business operations when implementing new software applications (for example, incompatibility with existing systems, training requirements)	Outline the impact on business operations when implementing new software applications.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	3.3 The different requirements for administering specialist software applications within an organisation	Outline the different requirements for administering specialist software applications within an organisation.	Compare a wide range of possible requirements and discuss how these can be prioritised based on organisational needs.	any recommendations made. Evidence of research into training support and coaching techniques that demonstrates a clear understanding of training needs, effective coaching and guiding skills to meet stakeholder requirements.
	3.4 The process of change management to support digital transformation activities	Explain the process of process of change management to support digital transformation activities.		
	3.5 The approaches to stakeholder training in software applications: <ul style="list-style-type: none"> <li>• training sessions (for example, group based, one-to-one, online)</li> <li>• providing advice and guidance on application performance</li> <li>• signposting to sources of relevant learning</li> </ul>	Outline the approaches to stakeholder training in software applications as (as identified in AC3.5).	Explain how digital transformation can be clearly communicated with a range of stakeholders, using relevant terminology to help identify the most appropriate training method.	

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	3.6 The importance of communication during digital transformation (for example, business optimising processes) and change management in relation to software applications	Outline the importance of communication during digital transformation and change management in relation to software applications.		
4. Understand training and support and apply coaching techniques	4.1 The purpose of coaching and how coaching can help end users efficiently use digital applications	Explain the purpose of coaching and how coaching can help end users efficiently use digital applications.	Explore a range of coaching techniques and explain how these could be used when supporting end users with digital applications, using illustrative examples where possible.	Research into training support and coaching techniques that demonstrates a clear understanding of training needs, effective coaching and guiding skills to meet stakeholder requirements.
	4.2 Situations where coaching may be required (for example, staff training, first-line support requests)	Identify situations where coaching may be required.		
	4.3 Coach and guide stakeholders to develop software applications skills	Demonstrate the ability to coach and guide stakeholders to develop software application skills.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
5. Understand monitoring software and recommend improvements	5.1 The application of monitoring software application usage (for example, log files)	Explain the application of monitoring software application usage.	Compare a range of tools and techniques that can be used to monitor software application usage.	A clear understanding of monitoring software through the effective use of advanced tools and techniques. Findings should be analysed and clear recommendations should be made for improvement.
	5.2 Monitor the use of software applications and make recommendations for improvement	Demonstrate the use of software applications and make recommendations for improvement.		

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**Unit 09 Digital service technician (Y/651/1110/DST)**

<b>Unit summary</b>			
<p>Learners will gain an understanding of the knowledge and skills associated with the role of a digital service technician. The learner will understand the components within a database management system and the approaches to configuring software applications. The learner will go onto understand how to maintain digital systems. They will be able to select and apply digital tools and techniques to provide support to end users and diagnose system problems. The learner will also understand digital channels and will be able to select appropriate digital channels to provide support to end users.</p>			
<b>Assessment</b>			
This unit is internally assessed and externally quality assured.			
<b>Optional</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>63 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
1. Understand database management systems	1.1 The main components and use of a database management system: <ul style="list-style-type: none"> <li>• software</li> <li>• data</li> <li>• procedures</li> <li>• query language</li> </ul>	Outline the main components and the use of a database management system (as identified in AC1.1).	Describe the use of a database management system, explaining how query languages can be used, using illustrative examples.	Thorough research into database management systems, which is clearly explained using relevant terminology.
2. Understand system configurations and apply approaches to configure, update and maintain systems	2.1 The approaches to configuring software applications and the impact on providing local or remote technical support: <ul style="list-style-type: none"> <li>• master image</li> <li>• base image</li> <li>• open system</li> </ul>	Outline the approaches to configuring software applications and the impact on providing local or remote technical support (as identified in AC2.1).	Explain methods of configuring hardware and software applications, providing multiple solutions based on different requirements and the type of support offered.	A clear understanding of system configurations and approaches taken to update and maintain systems is present throughout, using research and illustrative examples where appropriate. Any recommendations made should be fully justified.
	2.2 The approaches to configuring hardware and the impact on local or remote technical support (for example, end user devices, peripherals)	Outline the approaches to configuring hardware and the impact on local or remote technical support.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	2.3 The use of approaches to configure, update and maintain systems: <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• operating systems (OS)</li> </ul>	Describe the use of approaches to configure, update and maintain systems (as identified in AC2.3).	Compare a range of approaches to providing support and identify where these would be most appropriately used.	
	2.4 The use of approaches to provide technical support: <ul style="list-style-type: none"> <li>• local</li> <li>• remote</li> </ul>	Explain the use of approaches to provide technical support (as identified in AC2.4).		
	2.5 Apply appropriate approaches to maintain end user systems: <ul style="list-style-type: none"> <li>• local</li> <li>• remote</li> </ul>	Demonstrate the ability to apply appropriate approaches (as identified in AC2.3) to maintain end user systems.		
3. Understand updating and maintaining digital systems to meet security requirements	3.1 The importance of updating and maintaining digital systems to mitigate security threats and vulnerabilities: <ul style="list-style-type: none"> <li>• OS (for example, in line with patching policy)</li> <li>• software applications (for example, mobile application)</li> </ul>	Outline the importance of updating and maintaining digital systems to mitigate security threats and vulnerabilities (as identified in AC3.1).	Clearly explain the importance of updating systems and software as a technique to mitigate security threats and vulnerabilities. The evidence should be supported by relevant working examples where appropriate.	A clear awareness of emerging threats and vulnerabilities and the impact these can have on updating and maintaining digital systems. A wide range of mitigation techniques are explored throughout with illustrative examples where relevant.

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	updates, anti-malware) 3.2 The implications of not updating and maintaining end user systems (for example, increased vulnerability to security issues)	Outline the implications of not updating and maintaining end user systems.		
4. Understand the approaches to minimising and communicating the impact of system change	4.1 Approaches to minimising the impact of required system changes: <ul style="list-style-type: none"> <li>• impact assessment</li> <li>• risk assessment</li> </ul> 4.2 How effective strategies are used to communicate the impact of required system changes	Outline approaches to minimising the impact of required system changes (as identified in AC4.1).  Identify how effective strategies are used to communicate the impact of required system changes.	Discuss ways in which the effects of a risk can be minimised when making a required system change and methods for identifying different strategies for communicating this to stakeholders.	An understanding of the approaches to minimising and communicating the impact of system changes through relevant research, resulting in clear recommendations and justifications.
5. Understand training and support for end users	5.1 The approaches to providing training and support to end users for the efficient use of digital systems: <ul style="list-style-type: none"> <li>• training sessions (for example, group based, one-to-one, online)</li> <li>• relevant operating system configuration</li> <li>• providing advice and guidance on</li> </ul>	Outline approaches to providing training and support to end users for the efficient use of digital systems (as identified in AC5.1).	Explain the importance of communication throughout the digital transformation process whilst comparing different methods of training and supporting end users.	An understanding of the need for training and support for end users during digital transformation, through research into a wide range of approaches typically used by an organisation. Where appropriate, conclusions should be fully justified and supported through working examples

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	system performance <ul style="list-style-type: none"> <li>• signposting to sources of relevant learning</li> </ul>			
6. Understand, select and apply digital tools and techniques to provide support to end users and find, record and rectify technical problems	5.2 The importance of communication during digital transformation (for example, business optimising processes) and change management in relation to digital systems	Identify the importance of communication during digital transformation.		
	6.1 The application of digital tools and techniques to undertake fault finding, recording and rectification (for example, remote access and control of end user systems, screen sharing, hardware performance monitoring tools)	Identify the application of digital tools and techniques to undertake fault finding, recording and rectification.	Compare a range of tools, techniques and resources and select the most appropriate when undertaking fault finding, recording and rectification of technical problems.	Research into digital tools and techniques to provide support to end users and diagnose technical problems that are clearly demonstrated, with clear justification given for any recommendations or selections made.
	6.2 The application of tools and resources to enable end users to resolve digital system problems (for example, system storage checker, how	Outline the application of tools and resources to enable end users to resolve digital system problems.		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will show evidence of:
	to guides, knowledge bases, tutorial videos			
	6.3 Select and apply tools and resources to support end users to resolve digital system problems	Demonstrate the ability to select and apply tools and resources to support end users to resolve digital system problems.		
	6.4 Select and apply appropriate tools and techniques to undertake fault finding, recording and rectification to diagnose technical problems	Demonstrate the ability to select and apply appropriate tools and techniques to undertake fault finding, recording and rectification to diagnose technical problems.		
7. Understand and select appropriate digital channels to provide support to end users	7.1 The digital channels used to engage with end users to provide support for digital systems (for example, service request management software, email, social media, collaboration software)	Outline the range of digital channels that are used to engage with end users when providing support for digital systems.	Compare a range of digital channels, identifying any features or limitations that could impact upon the support offered to the end user.	Research into the use of digital channels to provide support to end users, which is clearly demonstrated with clear justification given for any recommendations or selections made.
	7.2 Select the appropriate digital channel and provide support to end users	Demonstrate the ability to select the appropriate digital channel and provide support to end users.		

## **Assessment strategies and principles relevant to this qualification**

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### **NCFE assessment strategy**

#### **Knowledge learning outcomes (LOs):**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Skills learning outcomes (LOs):**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all terms are used in this qualification).

<b>Analyse</b>	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Create</b>	Make or produce an artefact as required.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between 2 or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between 2 or more items, resources or pieces of information.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Outline</b>	Identify or describe the main points.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Role</b>	Specify or outline the function of the main parts.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.
<b>Test</b>	Complete a series of checks utilising a set procedure.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- evidence and grading tracker
- learning resources
- qualification factsheet

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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### Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/651/1102	Data systems	3	45
 Unit 02	D/651/1103	Data back up and storage	3	36
 Unit 03	F/651/1104	Data fundamentals	3	36
Unit 04	H/651/1105	Digital information systems	3	54
 Unit 05	J/651/1106	Business operation	3	45
Unit 06	K/651/1107	Communication	3	36
Unit 07	L/651/1108	Professional development and working practice	3	45

**Pathway units**

<b>Unit number</b>	<b>Regulated unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>GLH</b>
Unit 08	M/651/1109	Digital application technician (DAT)	3	63
Unit 09	Y/651/1110	Digital service technician (DST)	3	63

The units above may be available as stand-alone unit programmes. Please visit our website for further information.