

New digital apprenticeships



A factsheet for training providers

Revised on 14 November 2017 (v 2)

Check the Tech Partnership website to ensure you've got the latest version.

<http://www.thetechpartnership.com/apprenticeships/TPguide>

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About this guide

This guide provides best practice to training providers who intend to deliver the new digital apprenticeship standards. The guide will be updated regularly; information contained in this edition of guide is accurate and up to date as of 14 November 2017.

The guide is in three parts: an introduction to the new apprenticeship standards, an overview of the new digital apprenticeship standards and, finally, preparing your apprentices for end-point assessment. Links are provided for further reading.

1. Introduction to the new apprenticeship standards

Background

The current SASE apprenticeship frameworks are being replaced over time by the new apprenticeship standards, developed under the Government's Trailblazer initiative.

The majority of the planned standards for digital are available now, and there are benefits to providers in starting to deliver them.

All the current frameworks are being systematically withdrawn on a quarterly basis between now and 2020. The official closing date for the digital frameworks is expected to be announced in early 2018.

Overview

Key points about the new apprenticeship standards:

- Standards are set by employers – working together to define competence for defined occupations.
- Standards define what a fully confident and competent person in that occupation should be able to do by the end of the apprenticeship.
- Standards define the minimum requirement for an apprentice to be assessed as being fully competent in that occupation.
- Standards define the outputs in terms of competence - not inputs based on guided learning hours etc.
- Competence is assessed through an employer-defined end-point assessment process.
- Apprentices who pass are awarded a grade.

For each occupation, the key outputs are:

- Employer-defined standards of competence which provide a simple statement of what full competence looks like for that occupation.



- An employer-defined approach to end-point assessment which sets out how the competence of the apprentice will be assessed at the end of their apprenticeship.
- For apprenticeship at levels 2-4, an employer-defined approach to the external quality assurance of end-point assessment designed to ensure consistency between different assessment organisations.

Standards have been designed to be relevant and applicable to all employers of people in that occupation across a wide variety of different sectors and of different sizes. The approach to assessment has also been designed to be appropriate, relevant and feasible in a wide range of contexts while also ensuring consistency across these contexts.

The Institute for Apprenticeships (IfA) approves standards and assessment plans. Once approved, and a funding band has been allocated, they are published on the Employment and Skills Funding Agency (ESFA) website. For each published standard, there are two key documents:

- *The standard*: this sets out the minimum and mandatory requirements. Any apprenticeship programme must include everything on the standard – although some employers may choose to do more. Apprentices must be able demonstrate the application of all these skills, knowledge and behaviors to pass.
- *The assessment plan*: this sets out how the end-point assessment organisation will undertake end-point assessment and will award a grade.

These documents need to be read together.

To see a full list of approved standards, visit:

<https://www.gov.uk/government/collections/apprenticeship-standards>

For a list of all standards, including those approved and published:

<https://www.thetechpartnership.com/standards-and-quality/trailblazer-apprenticeships/available-now/>

For some standards, the employers have also produced a third key document:

- The *occupational brief*: this sets out the minimum requirements against each competence and knowledge statement and against the grading criteria.

Funding of new standards

The funding for standards is much simpler than for frameworks. The total funding covers not only the cost of training but also the cost of end-point assessment and, within the end-point assessment costs, the costs of external quality assurance and certification.

The funding arrangements for starts on standards from **May 2017** is based on fifteen funding bands, as shown below:

Band	Band upper limit
1	£1,500
2	£2,000
3	£2,500
4	£3,000
5	£3,500
6	£4,000
7	£5,000
8	£6,000
9	£9,000
10	£12,000
11	£15,000
12	£18,000
13	£21,000
14	£24,000
15	£27,000

Key points to note:

- There is a 90% contribution from government to the cost of training for employers who do not pay the Apprenticeship Levy.
- The upper limit of the funding bands caps the maximum price that government will 'co-invest', where an employer does not pay the Levy.

- The upper limit of each funding band also caps the maximum amount of funds an employer who does pay the Levy can use towards an individual apprenticeship.
- There is a 100% contribution from government to the cost of training for employers with fewer than 50 employees, who do not pay the Levy, and who take on apprentices who are 16 to 18 years old, 19 to 24-year-old care leavers or 19 to 24 year olds with an Education and Health Care Plan.
- There will be a £1,000 payment from government to employers and training providers when they take on 16 to 18 year olds, 19 to 24 year olds who were in care or who have a Local Authority Education and Healthcare Plan.

For full details of the funding bands for every apprenticeship, visit:

<https://www.gov.uk/government/publications/apprenticeship-standards-ready-for-delivery>

The Apprenticeship Levy

The Apprenticeship Levy was introduced in May 2017.

The Government's intention is that the way they fund apprenticeships in England will simplify some of the complex arrangements that have previously existed and will make it easier for employers of all sizes to choose the apprenticeship training they want to purchase and have more control over designing, choosing and paying for their apprenticeship training. Funding follows employer choice, which means providers need to be responsive to what employers need.

The Levy is paid by employers with a pay bill of over £3 million. The Levy is at a rate of 0.5% of the portion of the annual pay bill above the £3m. For example, an employer with an annual pay bill of £4m would pay 0.5% x £1m (£5,000). It will be paid through PAYE. Employers who pay the Levy can access a digital apprenticeship service that allows them to spend available funds on apprenticeship training. Funds appear in the employers account monthly and the Government applies a 10% top-up. The funding can only be used on apprenticeship training and assessment.

The vast majority of employers do not pay the Levy; these employers are required to make a 10% contribution to the cost of the training and assessment that they select, and the government pays the rest (90%), up to the maximum amount of government funding available for that apprenticeship. Employers pay this directly to their provider, and can spread it over the lifetime of the apprenticeship.



Below is an illustration of how the funding bands work for levy payers and non-levy payers:

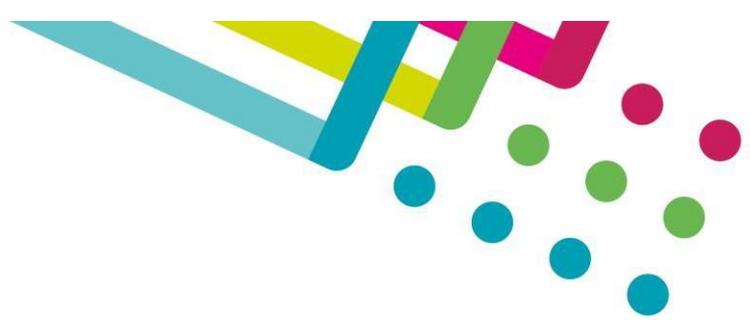
Within the funding band limit		Over the funding band limit	
Example funding band limit = £6,000 Price the employer negotiates with their training provider = £5,000 <i>The cost is within the funding band limit</i>		Example funding band limit = £6,000 Price the employer negotiates with their training provider = £7,500 <i>The cost is above the funding band limit</i>	
Levy payers with enough funding in their account	Non levy payers and levy payers without enough funding in their account	Levy payers with enough funding in their account	Non levy payers & levy payers without enough funding in their account
£5,000 will be deducted from the employers account over the life of the apprenticeship.	The Government will pay 90% (£4,500) and the employer will need to pay 10% (£500). A levy payer with funds left will use these first, and then the Government will pay 90% of the remaining costs and the employer will pay 10%.	£6,000 will be deducted from the employers account over the life of the apprenticeship.	The Government will pay 90% (£5,400) as this is the maximum payable within the limit of the band – and the employer will pay 10% (£600). The employer will pay an additional £1,500.

Summary of additional funding support

As well as funding through the funding bands, there are four additional potential contributions:

Funding for 16 – 18 year olds	Disadvantaged young people
The Government will pay £1,000 to employers, and a further £1,000 to training providers if they train a 16-18-year-old apprentice	The Government will pay £1,000 to employers and a further £1,000 to training providers if they train 19 – 24 year olds, leaving care or who have a Local Authority Education and Healthcare Plan.
Funding for additional learning support	Funding for English and maths training
The Government will pay training providers up to £150 per month to support learners with special needs.	The Government will pay training providers £471 to help apprentices gain the minimum standard of Level 2 in English and the same to reach a level 2 in Maths (if not already attained).

For full details of how the levy and its implications for levy payers and non-levy payers, visit:
<https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>



2. Overview of the new digital apprenticeship standards

Over the last three years, employers from over 200 organisations have been working together to develop a suite of new digital apprenticeship standards, under the Trailblazer initiative, to cover all major entry level roles in to tech and digital careers.

The existing apprenticeship frameworks are still in place, but will be withdrawn at some stage before 2020, at the very latest, at which point only the new apprenticeship standards will be funded.

The table below shows the new standards that are available for digital roles at Levels 3, 4 and 6 as at 14 November 2017.



Subject area	Apprenticeship standard	Sample job titles
Software Developers	L3 Software Development Technician	Software Technician, Software Engineer, Software Diagnostic Tester
	L4 Software Developer	Web Developer, Software Developer, Applications Developer
	L4 Software Tester	Software Tester, Software Test Analyst,
	L6 Digital & Technology Solutions Professional (software option)	Software Engineer
Hardware, Network, Cloud and Infrastructure	L3 Infrastructure Technician	First Line Support Help Desk, Technician Network Support
	L3 Unified Communications Technician	Telecommunications Technician, Telecommunications Operative, Unified Communications Technician
	L4 Network Engineer	Systems Engineer Network, Technician Network Administrator
	L4 Unified Communications Trouble-shooter	Voice Field Engineer, Unified Communications Desk Engineer, Unified Communications Field Engineer
	L6 Digital & Technology Solutions Professional (networks option)	Network Engineer
Data and Big Data	L4 Data Analyst	Data Scientist, Data Manager, Data Modeler
	L6 Digital & Technology Solutions Professional (data option)	Data Analyst
Digital Marketing	L3 Digital Marketer	SEO Copywriter, Social Media Manager, Web Content Manager
Cyber Security	L4 Cyber Security Technologist	Security Administrator, Cyber Operations Manager, Cyber Security Specialist
	L4 Cyber Intrusion Analyst	Network Intrusion Analyst, Secure Operations Centre (SOC) Analyst Incident Response Centre (IRC) Analyst
	L6 Digital & Technology Solutions Professional (cyber option)	Cyber Security Analyst
	L6 Cyber Security Technical Professional	Cyber Risk Manager, Cyber Risk Analyst, Cyber Security Design Engineer
Other	L3 IT Technical Salesperson	Sales Associate, Sales Consultant, Sales Engineer, Technical Retail Assistant
	L4 IS Business Analyst	IT Business Analyst, Business Systems Analyst, Requirements Analyst/Engineer
	L6 Digital & Technology Solutions Professional (other options)	IT Consultant, Business Analyst

The table below sets out the funding bands for these new digital standards:

Apprenticeship standard	LARS code	Funding band	Funding band maximum
Cyber Intrusion Analyst	79	12	£18,000
Cyber Security Technologist	98	12	£18,000
Cyber Security Technical Professional	tbc	15	£27,000
Data Analyst	80	11	£15,000
Digital and Technology Solutions Professional	25	15	£27,000
Digital Marketer	78	10	£12,000
Infrastructure Technician	82	11	£15,000
IS Business Analyst	165	12	£18,000
IT Technical Salesperson	142	10	£12,000
Network Engineer	1	12	£18,000
Software Developer	2	12	£18,000
Software Development Technician	154	11	£15,000
Software Tester	91	12	£18,000
Unified Communication Trouble-Shooter	81	12	£18,000
Unified Communications Technician	155	11	£15,000

The table at the Appendix shows the readiness status of these standards, including the qualifications and registered end-point assessment organisations (EPAOs).

Other digital industries standards in development are follows:

- Digital Applications Operator (Level 3)
- Digital Communications Operator (Level 3)
- IT Solutions Technician (Level 3)
- Network Cabling Operator (Level 3)
- BSc Digital User Experience (UX) Professional (Level 6)
- MSc Digital & Technology Professional Specialist (Level 7)

Further information, including the standard, the assessment plan the occupational brief available:

<https://www.thetechpartnership.com/standards-and-quality/trailblazer-apprenticeships/>

The standard and assessment plan for all apprenticeships is available at:

<https://www.gov.uk/government/collections/apprenticeship-standards>

Key points about assessment in digital apprenticeships

The approach to assessment has been designed to be appropriate, relevant and feasible for apprentices employed in SMEs as well as larger organisations and to ensure consistency across these contexts.

Employers have adopted the following broad principles to inform the approach to assessment:

- Assessment is driven by the standards and covers the full competencies across knowledge, skills and behaviors.
- Assessment motivates the apprentice to achieve high standards in the quality of their work and encourages the development of sophisticated workplace behaviours to support their professional development. The determinants of pass and distinction grades give apprentices a clear goal to aim for.
- The assessment process is designed to add value to both apprentices and employers
- The assessment will position the apprenticeship not just as a job but as the starting or continuation point for a career in the industry.
- The assessment tools are designed to replicate, as far as possible, live workplace scenarios and activity.
- An assessment methodology comprising a mixed set of tools enables the apprentice to play to their strengths and ensures that they are not disadvantaged by the restriction of one assessment method on one occasion only.
- Grading supports the apprentice to achieve the highest standards.



Qualifications and digital apprenticeships

Some of the digital standards also mandate on-programme assessment of knowledge – and in many cases this includes a small number of the most common vendor or professional qualifications and/or a knowledge module. Where this is the case, any Ofqual registered organisation can develop and deliver the knowledge modules.

Where knowledge modules/vendor qualifications are mandated on a standard, these **MUST** be passed before end-point assessment takes place.

Find out who offers which knowledge modules:

<https://register.ofqual.gov.uk/>

End-point assessment of digital apprenticeships

End-point assessment takes place toward the end of the apprenticeship, usually in the last 2-3 months (last six months in the case of degree apprenticeships). End-point assessment can only take place when any mandated on-programme assessment of knowledge has been passed.

End-point assessment is made up of three things – see diagram below - each of which contributes something different to the assessment process (note, the assessment process is slightly different for degree apprenticeships):

Summative portfolio

- Provides evidence against the totality of the standard, based on the application of knowledge, competence and behaviours to real work projects in the work environment.
- This is key to ensuring the validity of the final assessment decision.

Synoptic project or competence activity

- Provides evidence against a selected set of knowledge, competencies and behaviours against a pre-defined project undertaken in a controlled environment.
- This is key to ensuring consistency and comparability, increasing the accuracy of the assessment decision.

Interview with the assessor

- Provides an opportunity for further evidence to be gathered and/or evidence to be explored in more detail against any of the knowledge, competence or behaviours.
- This also increases accuracy and validity.

In addition, one of the following is required: an employer reference or a knowledge test, as specified in the assessment plan.

The summative portfolio

The summative portfolio is put together towards the end of the apprenticeship. In the portfolio, apprentices present evidence from real-work projects illustrating the application of all the knowledge, skills and behaviours set out in the standard.

The portfolio is not evidence that the learning has taken place, but is evidence that the apprentice has applied that learning in a holistic and coherent way.

This evidence will comprise a small number of complete and/or discrete pieces of work which, together, cover the totality of the standard. It will showcase their very best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real-work environment to achieve real-work objectives.

The synoptic project or competence activity

The synoptic project presents evidence from a business-related project testing the application of a selection of the knowledge, skills and behaviors defined in the standard. Each project will specify which selection of knowledge, skills and behaviors it is designed to test.

The project does not need to cover every competence, but must cover a broad breadth of the competence outcomes, including the use of tools to problem-solve and trouble-shoot non-routine problems. It is designed to assess apprentices in a consistent way, irrespective of their particular work place and their particular role within their company, and is therefore completed outside of day-to-day work pressures in a controlled environment.

The interview

The interview is the last and final part of the end-point assessment, as it is informed by the other elements. It is a structured discussion between the apprentice and their independent assessor, focusing on the summative portfolio and the synoptic project, with reference to the employer reference or knowledge test as appropriate.

It covers both what the apprentice has done in terms of the standard of their work, and also how they have done it. This enables the end-point assessment to include the full range of technical knowledge and competencies as well as the underpinning skills, attitudes and behaviors.

Grading

The grading takes after the interview – and is based on all of the evidence that has been looked at in the end-point assessment. There is only one grade for the apprenticeship.

The purpose of grading is to motivate apprentices and to differentiate between those at the minimum level and those who are significantly above the minimum level.

Grading is done by the independent assessor, based on a holistic assessment of everything the assessor has seen.

Assessment and grading: who does it?

Any organisation on the SFA Register of Apprentice Assessment Organisations (RoAAO) can undertake end-point assessment against the standard for which they are registered. These are called end-point assessment organisations (EPAOs).

These organisations are responsible for delivering end-point assessment based on the

specifications produced by the employers.

In the case of degree apprenticeship, the university does its own end-point assessment, via an independent assessor employed by the university.

How to get started

Only providers on the SFA Register of Apprentice Training Organisations (RoATP) can deliver apprenticeship standards.

To apply for the register, visit:

<https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers>

You will then need to get the key documents.

These documents help you work backwards from what needs to be achieved to how you might structure your programme and how you need to develop content to deliver those outcomes.

The standards give you a lot of flexibility in how you deliver your programmes and enable you to build programmes that fit with what your employers need. Be aware that this is not simply retrofitting your existing programmes!

You will also need to select an organisation from the Register of Apprentice Assessment Organisations to undertake your end-point assessment.

Review the Register of Apprentice Assessment Organisations:

<https://www.gov.uk/government/collections/register-of-apprentice-assessment-organisations>

Speak to your chosen assessment organisation as early as possible to really understand the end-point assessment process, and what will be required from your apprentice, their employer and from you.

Some assessment processes are still in development, so make sure you have a shared understanding of the timescales and the likely demand.

It can also help to:

- Focus on your strengths: those standards you are best placed to deliver and where your local market demand lies.
- Understand the employer's job roles and how this fits to the content of the standards, do not just rely on the occupational title of the stand.
- Work collaboratively with other providers.

- Develop peer networks.
- Work with employers to explore what they want to achieve through the new standards.
- Maximise the flexibility that the standards allow to better meet your employers' needs.
- Continue to work closely with your chosen assessment organisation.

Support to get started

There are an increasing number of organisations providing information about the new standards and the Apprenticeship Levy, as well as offering help to get providers started:

The Future Apprenticeships Support Programme provides information, webinars and events to help providers make the transition to the new standard:

<http://www.et-foundation.co.uk/supporting/support-practitioners/future-apprenticeships/>

You can also keep up to date through the Association of Education and Learning Providers and / or the Association of Colleges:

<https://www.aelp.org.uk/>

3. Preparing your apprentices for end-point assessment

As apprentices are now starting to complete on the early standards, some best practice is emerging on how best training providers can prepare apprentices for end-point assessment.

Here are some hints and tips (with thanks to FE News from which the below is drawn).

Read the documentation and speak to the End-Point Assessment Organisation before you get started

The apprenticeship standard is a useful document to get the big picture of the apprenticeship. But you need to get into the nitty gritty and that means thoroughly reading the Assessment Plan and Occupational Brief. The latter, even though it isn't published by the Government, is essential reading to understand what the short sentences in the standard mean in practice and what the end-point organisation will be looking at when they do their assessment.

It is then important you speak with the End-Point Assessment Organisation (EPAO), who will have been selected by the employer.

- Make sure you understand what the EPAO will be expecting in terms of evidence to help them carry out for the end-point assessment and to give your apprentices the best chance of doing well
- Check if they will provide you with any resources or tools (mock assessments, for example), to help you and the apprentice understand what to expect

Build gateway and end-point assessment requirements into the training plan

Once you have established the requirements, look at how you could best map the knowledge, skills and behaviours into the training plan. What mandatory elements or qualifications will the apprentice need to complete to successfully move through the gateway? At what point, and in what order, will you support the apprentice to achieve this?

At what point will you introduce the end-point assessment to the apprentice and help them prepare? Does the EPAO require any assessments to be carried out on-programme that will count towards the final end-point assessment (e.g. project/portfolio)? How and when will the apprentice complete this?

Integrate assessment methods into the training

It is important that by the time the apprentice moves through the gateway, they have not only reached the required level of competence but are also familiar with what they will face in the end-point assessment. There are different ways to do this – some providers are building in regular practice assessments throughout the on-programme training to monitor progress and help the apprentice to become familiar with particular methods. Others build in a more intensive 'assessment phase' towards the end, or draw on both models. Either way, you will need to create assessments and an environment that resembles the end-point assessment as part of the training. Engaging the employer in this process is often helpful.

Use grading as a progress tool

Grading is a new concept for apprenticeships, and so brings its challenges. However, where it



is introduced and used well by the training provider, it can be used as an effective tool to progress the apprentices' learning and reduce the 'fear factor' for apprentices taking the end-point assessment. Using the assessment plan as a basis, as well as any guidance from the EPAO, look at how you might develop your own grading criteria to use on-programme. It will be important to have grading thresholds that reflect actual competence – again, it is helpful to engage the employer at this point. At what part of the on-programme training will you introduce the concept of grading? How might you use this as a high-quality monitoring and feedback tool for the apprentice? In what ways could you use grading to encourage and stimulate progress for the apprentice, rather than act as a discouragement?

Access the latest practice, tools and insights to help you

In addition to EPAOs, there are several other sources of information and support to help you prepare apprentices for end-point assessment. FE News has just set up a new [End-Point Assessment LinkedIn group](#) for example, to share the latest insights, practice and tools.

A new [webinar series](#) has also been launched to help trainer-assessors prepare for their future role in apprenticeships, including developing training plans, integrating assessment, using grading and preparing the apprentice for the gateway.

There is also support available through the [Future Apprenticeships](#) programme, for those looking to become end-point assessors themselves.



Appendix

The table below shows the status of standards in terms of qualifications and end-point assessments in place and available **as at 14 November 2017**.

For the latest position, see:

- Ofqual for regulated qualifications: <https://www.gov.uk/find-a-regulated-qualification>
- SFA for approved end-point assessment organisations: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>

Standard	Vendor / professional certs on the Standard	Non-vendor certs on the Standard	End-point assessment
Cyber Intrusion Analyst (2015)	None	<ul style="list-style-type: none"> • Knowledge Module 1: Networks • Knowledge Module 2: Operating Systems • Knowledge Module 3: Information and Cyber Security Foundations • Knowledge Module 4: Business • Knowledge Module 5: Law, Regulation and ethics <p>All in development</p>	BCS ProQual
Cyber Security Technologist (2016)	None	<ul style="list-style-type: none"> • Core (all the apprentices take this Knowledge Module) • Knowledge Module 1: Cyber Security Introduction <p>AND</p> <ul style="list-style-type: none"> • Option 1 (Technologist): in addition to the core • Knowledge Module 2: Network and Digital Communications Theory • Knowledge Module 3: Security Case Development and Design Good Practice • Knowledge Module 4: Security Technology Building Blocks • Knowledge Module 5: Employment of Cryptography <p>OR</p> <ul style="list-style-type: none"> • Option 2 (Risk Analyst): in addition to the core • Knowledge Module 6: Risk Assessment • Knowledge Module 7: Governance, Organisation, Law, Regulation & Standards <p>BCS has developed all the above Knowledge Modules</p>	BCS



Data Analyst (2015)	EMC: Data Science associate	<ul style="list-style-type: none"> • Knowledge Module 1: Data Analysis Tools • Knowledge Module 2: Data Analysis Concepts <p>BCS has developed both the above Knowledge Modules</p>	BCS ProQual
Digital Marketer (2015)	<ul style="list-style-type: none"> • MTA HTML 5 • CIW – Site Development Associate • Google Squared • CIM (CIM level 4 award in Digital Marketing) • Dot Native • CIW – Internet Business Associate • Google Analytics IQ • CIM (CIM level 4 award in Digital Marketing) • CIW – Data Analytics • CIW – Social Media • Dot Native • Google Squared 	<ul style="list-style-type: none"> • Knowledge Module 1: Principles of Coding • Knowledge Module 2: Marketing Principles • Knowledge Module 3: Digital Marketing Business Principle (for level 3 Digital Marketer Apprenticeship) <p>BCS has developed all the above Knowledge Modules</p>	BCS VQ Solutions City & Guilds Ginger Nut Training
Infrastructure Technician (2015)	<ul style="list-style-type: none"> • CCNA 1 • MTA Network Fundamentals • Network + • A + • CIW Network Technology Associate • CCNA Security • MCP Managing and Maintaining Windows 8 * • MCP Configuring Windows 8 * • MTA Mobility and Devices Fundamentals* • Security + Mobile + • CIW – Internet Business Associate • CIW – Mobile Application Development • MTA Server Admin * • Enabling Office 365 Services • Enabling Office 365 Identities and Requirements • MTA Cloud Fundamentals Install Configure • Windows Server 2012 * Administration of • Windows Server 2012 * Configure Advanced Windows Server 2012 Services • MTA Software Development Fundamentals App Development 	<ul style="list-style-type: none"> • Knowledge Module 1: Networking and Architecture • Knowledge Module 2: Mobile and Operating Systems • Knowledge Module 3: Cloud Services • Knowledge Module 4: Coding and Logic • Knowledge Module 5: Business Processes <p>BCS and C&G have developed all the above Knowledge Modules</p>	BCS City & Guilds



	<ul style="list-style-type: none"> • CIW – Internet Business Associate • ITIL Foundation Level 		
IS Business Analyst (2017)	None	None	BCS
IT Technical Salesperson (2016)	None	None	BCS
Network Engineer (2014)	<ul style="list-style-type: none"> • CCNA 1 + 2 • Network + • Juniper JNCIA - Junos • MCP Server Virtualisation – Windows Server Hyper V • MCP MS Exchange Server • MCP Server 2012 • MCP Windows Administrator • Server + • Juniper JNCIS - Ent • Security + • CCNA Security • MTA Cloud and Mobility • Juniper JNCIS – Sec 	<ul style="list-style-type: none"> • Knowledge Module 1: Network Principles OCR, BCS and C&G • Knowledge Module 2: Network Systems and Architecture BCS and C&G • Knowledge Module 3: Network Security BCS and C&G 	<p>BCS</p> <p>City & Guilds</p> <p>The Colleges Partnership</p>
Software Developer (2014)	<ul style="list-style-type: none"> • BCS Systems Development Essentials • Cloud certified developer apache • Hadoop □ C++ • PHP • Drupal • Oracle SQL Developer • Oracle Java Certified • MCP.net • MTA/MCP programming in HTML5 with Javascript and CSS3 • C# 	<p>Knowledge Module 1: Software Development Methodologies OCR, BCS and C&G</p> <p>Knowledge Module 2: Software Languages BCS and C&G</p>	<p>BCS</p> <p>City & Guilds</p>
Software Development Technician (2016)	None	<p>Knowledge Module 1: Software Development Context and Methodologies</p> <p>Knowledge Module 2: Programming</p> <p>BCS has developed both these Knowledge Modules</p>	BCS
Software Tester (2015)	<ul style="list-style-type: none"> • ISTQB Certified Tester Foundation Level • ISTQB Certified Tester Foundation Level • BCS Intermediate Certificate in Software Testing 	<ul style="list-style-type: none"> • Knowledge Module 1: Testing Tools • Knowledge Module 2: Testing <p>BCS has developed both these Knowledge Modules</p>	BCS

Unified Communications Troubleshooter (2015)	<ul style="list-style-type: none"> • MCP Server 2012 • Install and configure Windows Server • Configure advanced Windows Server 2012 services • Server Virtualization - Windows Server Hyper V • Security+ • MTA Mobility and Devices Fundamentals • JNCIS-SEC • CCNA Security • CCNA 1+2 • MTA Network fundamentals • Network+ • Enterprise Voice and Online services Lync Server 2013 • Core Solutions of Lync Server 2013 	<ul style="list-style-type: none"> • Knowledge Module 1: Server • Knowledge Module 2: Security Principles • Knowledge Module 3: Network Services • Knowledge Module 4: Voice and Data Solutions <p>BCS has developed all these Knowledge Modules</p>	BCS
Unified Communications Technician (2016)	None	None	BCS Smart Awards

Notes

1. The years in brackets are those in which the standard was first published.
2. The above status is at 14 November 2017.

End of Document