



Digital Industries Apprenticeship: Occupational Brief

Unified Communications Technician

September 2016

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Level 3 Unified Communications Technician Apprenticeship

Minimum Standards and Grading Criteria

This paper defines the minimum requirements for the knowledge, skills and behaviours defined in the standard, which are required for a pass. It also defines the criteria to be used for awarding the grade for merit or distinction. This paper should be read in conjunction with the Standard and Assessment Plan for the Level 3 Unified Communications Technician Apprenticeship.

Overview of Grading

There are three sets of criteria on which the assessment and grading is made. The three criteria are

The What: what the apprentice has shown they can do,

The How: the way in which the work has been done

The With Whom: The personal and interpersonal qualities the apprentice has brought to all their work relationships

Each of these three criteria has minimum (expected) requirements, which must be satisfied for a pass.

Each of these criteria has a number of dimensions which should be considered to determine if the apprentice is significantly above the minimum (expected) level of quality

The purpose of grading is to differentiate between those apprentices whose work is at the expected level of quality against the totality of the skills, knowledge and behaviours specified in the standard and those whose work is significantly above this expected level

For a pass, each of the three sets of criteria must demonstrate at least the expected (minimum requirement) level of quality

For a merit, the What has to be significantly above the level of quality and one of either the How or the With Whom has to be significantly above the level of quality expected

For a distinction, each of the three sets of criteria must be significantly above the expected level of quality

The assessor takes a holistic judgement of whether or not their assessments demonstrate that the apprentice is “significantly above the expected level of quality” in each of these three areas and can then determine which grade should be awarded

The what – what the apprentice has shown they can do

Minimum Requirements

The following table shows what the minimum, expected requirements are for a pass on this criteria

Competency Standard	Minimum, expected, requirements for a pass
<p>Analysis Analyses systems problems by selecting the most appropriate tools and techniques in line with organisational guidance</p>	<p>The apprentice must be able to select and use three appropriate tools for testing, troubleshooting and analysing problems.</p> <p>The apprentice must be able to demonstrate compliance with organisational guidance.</p> <p>The apprentice should demonstrate processes and practices for obtaining logistical support.</p> <p>Can apply diagnostic tools and techniques to identify the causes of network performance issues.</p>
<p>Rectification Selects the most appropriate solution to the fault, using relevant logistical support where appropriate, or escalates to a higher level where necessary</p>	
<p>Installing and configuring Installs and configures appropriate component and or systems appropriate to the organisation</p>	<p>The apprentice must demonstrate and apply an understanding of the systems used within their organisation.</p> <p>The apprentice must demonstrate and apply an understanding of the routing and connectivity of the different systems within their organisation.</p>
<p>Diagnostic tools Selects the appropriate diagnostic tools to monitor, test and react to network performance</p>	<p>The apprentice must be able to select and use five appropriate tools for testing, troubleshooting, analysing and maintenance</p> <p>The apprentice must be able to demonstrate compliance with organisational and security guidance.</p> <p>The apprentice should demonstrate processes and practices for obtaining logistical support</p>

	The apprentice should demonstrate that they can maintain the networks integrity whilst working remotely
Hardware and software Undertakes hardware or software upgrades appropriate to the organisation	The apprentice understands and can apply routine techniques and best practices that are relevant for the apprentices organisation The apprentice can demonstrate how to configure Hardware, Software and Systems to meet organisations requirements
Interpreting specifications Interprets technical specifications for activities and maintain accurate records	The apprentice must have the ability to interpret engineering diagrams Understand the difference between TCP/IP model and OSI model; including its protocols, functions, structure, and apply that understanding in practice
Providing technical support Responds effectively with customers and provides technical support to them in line with organisations process	The apprentice must demonstrate the ability to provide remote support through third parties for non-technical guidance using voice only The apprentice can explain all work carried out using the appropriate terminology and language for their audience
Documenting completed tasks Documents completed tasks in accordance with agreed organisational procedures	The apprentice must be able to competently record work using appropriate and clear language so that it can be understood at all levels The apprentice must be able to demonstrate an understanding of the organisations policies in line with record keeping
Cabling Competently cables or connects equipment in line with technical requirements	The apprentice must demonstrate and apply a knowledge of different cables and connectors and where they are to be used in the telecoms network depending on topology, protocol and size The apprentice must be able to demonstrate how to construct cables and connectors safely The apprentice should know and apply all procedures around cabling including safety and disposal
Installing Installs and works with a variety of digital communications mediums as appropriate to the organisation	The apprentice must demonstrate a knowledge of the systems used within their organisation and apply that understanding The apprentice must have the ability to select the appropriate tools and processes to achieve the required tasks within the organisation

The What – what the apprentice has shown they can do

Criteria for a Merit or Distinction

The following table shows what the apprentices would need to demonstrate to be assessed as significantly above the expected level for what they have done

Dimensions	Description of what significantly above the expected level of quality looks like
Breadth – the range of tools and methods understand and applied	Understands and applies a wide range of tools and methods Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations
Depth – the level to which these tools and methods are understood and applied	A capable user - exploits the functionality/capability of the tools and methods Broad understanding of different tools and methods and how and why they can be applied in different contexts
Complexity – the extent and prevalence of inter-related and inter-dependant factors in the work and how well the apprentice has dealt with these	Deals confidently and capably with interrelated and interdependent factors in their work

The how: the way in which the work has been done

The following table shows what the minimum, expected requirements are for a pass on this criteria

Competency Standard	Minimum expected requirements for a pass
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<p>Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role</p>	<p>Knows what skills, knowledge and behaviours are needed to do the job well Are aware of their own strengths in the job role, and any areas for improvement Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders) Are aware of potential risks in the job role (e.g. security, privacy, regulatory) Use personal attributes effectively in the role Understand how the job fits into the organisation as a whole</p>
<p>Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments</p>	<p>Understands the goals, vision and values of the organisation Aware of the commercial objectives of the tasks/ projects they are working on Understands their role in meeting or exceeding customers' requirements and expectations Is in tune with the organisation's culture</p>
<p>Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both.</p>	<p>Logical thinking:</p> <ul style="list-style-type: none"> • Recognises the conclusion to be reached • Proceeds by rational steps • Evaluates information, judging its relevance and value • Supports conclusions, using reasoned arguments and evidence <p>Creative thinking:</p> <ul style="list-style-type: none"> • Explores ideas and possibilities • Makes connections between different aspects • Embraces ideas and approaches as conditions or circumstances change
<p>Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively</p>	<p>Problem-solving:</p> <ul style="list-style-type: none"> • Analyses situations • Defines goals • Contributes to the development of solutions • Prioritises actions • Deals with unexpected occurrences

The How: the way in which the work has been done

Criteria for a Merit or Distinction

The following table shows what the apprentices would need to demonstrate to be assessed as significantly above the expected level for the way in which the work has been done

Dimensions	Description of what significantly above the expected level of quality looks like
Responsibility – the scope of responsibility and level of accountability demonstrated in the apprentices work	<p>Undertakes work that is more complex, more critical or more difficult</p> <p>Works independently and takes responsibility</p>
Initiative	<p>Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes</p> <p>Doesn't just solve the problem but explores all known options to do it better, more efficiently, more elegantly or to better meet customer needs</p>
Delivery focus – the extent to which the apprentice has shown they can grasp the problems, identify solutions and make them happen to meet client needs	<p>Shows good project management skills, in defining problem, identifying solutions and making them happen</p> <p>Demonstrates a disciplined approach to execution, harnessing resources effectively</p> <p>Drives solutions – with a strong goal focused and appropriate level of urgency</p>

The with whom: the personal and interpersonal qualities the apprentice has brought to internal and external relationships

Minimum Requirements

The following table shows what the minimum, expected requirements are for a pass on this criteria

	Minimum expected requirements for a pass
<p>Apprentices can manage relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, internal or external and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand</p> <p>Apprentices can establish and maintain productive working relationships, and can use a range of different techniques for doing so.</p>	<p>Managing relationships:</p> <ul style="list-style-type: none"> • Understands the value and importance of good relationships • Acknowledges other people's accomplishments and strengths • Understands how to deal with conflict • Promotes teamwork by participating <p>Customer/client relationships:</p> <ul style="list-style-type: none"> • Understands their requirements, including constraints and limiting factors • Sets reasonable expectations • Understands how to communicate with them in decisions and actions • Interacts positively with them • Provides a complete answer in response to queries ('transparency', 'full disclosure') <p>Stakeholders:</p> <ul style="list-style-type: none"> • Understands who they are and what their 'stake' is • Prioritises stakeholders in terms of their importance, power to affect the task and interest in it • Agrees objectives
<p>Apprentices can communicate effectively with a range of people at work, one-to-one and in groups, in different situations and using a variety of methods.</p> <p>Apprentices can demonstrate various methods of communication, with an understanding of the strengths, weaknesses and limitations of these, the factors that</p>	<p>Intention/purpose:</p> <ul style="list-style-type: none"> • Understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, negotiate etc.) • Checks that the person/people with whom one is communicating also understand the purpose • Is sensitive to the dynamics of the situation • Is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history) <p>a. Method:</p>

<p>may disrupt it, and the importance of checking other people's understanding.</p>	<ul style="list-style-type: none"> • Understands the most appropriate method for the situation • Aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity) • Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.) <p>b. Execution:</p> <ul style="list-style-type: none"> • Expresses self clearly and succinctly, but not over-simplifying • Checks that the other person/people understand what is being expressed • Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload) • Modifies the purpose and methods of communication during a situation in response to cues from the other person/people
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The With Whom: the personal and interpersonal qualities the apprentice has brought to internal and external relationships

Criteria for Merit or Distinction

The following table shows what the apprentices would need to demonstrate to be assessed as significantly above the expected level for the personal and interpersonal qualities the apprentice has brought to internal and external relationships

Dimensions	Description of what significantly above the expected level of quality looks like
<p>Scope and appropriateness – the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with</p>	<p>Internally – works alone, 1:1, in a team and with colleagues at all levels</p> <p>Externally – works with customers, suppliers and partners in a variety of situations</p> <p>Reads situations, adapts behaviours, and communicates appropriately for the situation and the audience</p>
<p>Reliability – the extent to which they perform and behave professionally</p>	<p>Can be trusted to deliver, perform and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the values and business ethics</p>

A role model and exemplar to others

Actively works with others and leads by example
