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| A red circle with white text  Description automatically generated | **Southampton Solent University** East Park Terrace, Southampton, SO14 0YN  **End Point assessor** [**ID: EPA0325**](https://find-epao.apprenticeships.education.gov.uk/courses/25/assessment-organisations/epa0325) |

**End Point Assessor Report**

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| --- | --- |
| Apprentice |  |
| Pathway |  |
| Student Number |  |
| Unique Learner Number |  |
| **Assessor** |  |
| **Solent Support Tutor** |  |
| **Employer** |  |
| Date |  |
| In Attendance: |  |

**Assessor Role - End Point Assessment**

This assessment has been conducted with respect to the guidance for independent End Point assessors as defined within the assessment plan and Apprenticeship rules:

**Digital industries - Assessment plan -** [**BSc (Hons) Digital & Technology Solutions)**](https://skillsengland.education.gov.uk/media/1073/digital_and_technology_solutions_professional.pdf)

The End Point Assessment integrates the project outcomes and presentation into the overall Synoptic Project assessment. It is this End Point Assessment which will be judged against the standard, and test the skills, knowledge, and behaviours together as applied through the project.

As End Point Assessor, I have not been involved in teaching or assessing the Apprentice during their studies at Southampton Solent University. Each of the University modules have already been independently assessed by tutors, internal and external examiners who have verified the University's quality control of these modules. I have not sought to repeat this exercise. I have however surveyed the course work through the portfolio mapping, and I am satisfied that the learning outcomes of the apprenticeship have been met.   
  
**KSB Mapping Matrix checked: YES/NO**

During this End Point Assessment, the independent assessor is required to review the Synoptic Project and Presentation which together signify the completion of the degree and the overall Apprenticeship programme. It is in this capacity that I am conducting a final review and interview with the Apprentice.

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| **Summary of External examiner roles in relation to the synoptic project** | |
| **Preparation** | **Assessment** |
| * Independently reviews the project aims, assessment criteria and schedule. | * Independently reviews student project work. * Independently reviews samples of completed marking to ensure consistency and quality. |
| **Summary of External examiner roles in relation to the Synoptic presentation** | |
| **Preparation** | **Assessment** |
| * Independently reviews the presentation scope, assessment criteria and schedule. | * Independently reviews Apprentice presentations. * Independently reviews samples of completed presentation marking to ensure consistency and quality. |

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**Review Questions**

I have reviewed learning outcomes for the Apprentice programme and the Apprentice’s Synoptic Project Report and Presentation. In the interview I have asked (subject to time constraints) several questions following from the report which also test some key aspects of the learning outcomes of the overall programme. These are indicated in the following tables in the appendix.

**Overall Impression and Recommendation**

Having seen the apprentice's presentation and having observed their responses to several questions outlined in Appendix A, I am convinced that they meet the learning and behaviour outcomes expected for this Apprenticeship standard.

The apprentice has demonstrated a good working knowledge of the main technologies used in their organisation and why they had been chosen. They have also demonstrated awareness of the wider business and strategic issues which influenced the day-to-day design choices in their company.

As the Independent Assessor, and in agreement with the Southampton Solent University Support Tutor and the Employer, I recommend that the apprentice passes their Synoptic Project End Point Assessment. With a numeric grade of **<??%>\*Z**

Signed

<Assessor Name>

**\* The numeric value for this module will contribute to the overall grade average for the final degree and apprenticeship classifications, in line with Southampton Solent’s grading regulations, to determine the final Apprenticeship degree classification. This might take up to 2 weeks to be confirmed.**

**Appendix A - Assessment Interview Questions**

Review of Learning Outcomes – The apprentice has already been assessed in the skills outcomes in their core and occupational specialisms within their on-programme modules throughout the apprenticeship degree, and these have been mapped to the Knowledge, Skills, and Behaviours (KSBs) within their portfolio mapping documents. **Not all criteria in the KSB Outcomes will be tested, depending on the project type/scope/focus and apprentice specialism. Ask between 4-6 questions**  
 **Assessing the KSB Outcomes**

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| **Solent** **KSB Codes** | **Area of competence** | **Assessment criteria** | ***Report & Presentation Questions*** | **Assessor Summary of response** |
| **Core Skills from the standard** | | | | |
| CS1 | **Information Systems**: Can critically analyse a business domain (Core functions & processes of a company) to identify the role of information systems, highlight issues and identify opportunities for improvement through evaluating information systems in relation to their intended purpose and effectiveness | Understanding of the business domain and how information systems align with its goals, demonstrated by the clarity and depth of their analysis. Key aspects could include identifying system roles and purposes, uncovering specific issues, and using evidence-based insights to evaluate system effectiveness, realistic, strategically aligned improvements that show innovative thinking and practicality within the business context. |  |  |
| CS2 | **Systems Development:** analyses business and technical requirements to select and specify appropriate technology solutions. Designs, implements, tests, and debugs software to meet requirements using contemporary methods including agile development. Manages the development and assurance of software artefacts applying secure development practises to ensure system resilience. Configures and deploys solutions to end users. | Ability to analyse requirements and select suitable technology solutions, effectively design, implement, test, and debug software using methods like agile, and ensure secure, resilient artefacts through robust development practices. Skill in configuring and deploying solutions for end users efficiently and reliably is also essential. |  |  |
| CS3 | **Data:** Identifies organisational information requirements and can model data solutions using conceptual data modelling techniques. Can implement a database solution using an industry standard database management system (DBMS). Can perform database administration tasks and is cognisant of the key concepts of data quality and data security. Can manage data effectively and undertake data analysis. | Focuses on the ability to identify organisational information needs and model data solutions using conceptual techniques, implement databases with an industry-standard DBMS, and perform essential database administration. Competency in data quality, security, effective data management, and analysis is also essential |  |  |
| CS4 | **Cyber Security:** can undertake a security risk assessment for a simple IT system and propose resolution advice. Can identify, analyse and evaluate security threats and hazards to planned and installed information systems or services (e.g. Cloud services). | Ability to perform security risk assessments for basic IT systems, provide resolution advice, and identify, analyse, and evaluate security threats to both planned and existing information systems, including services like Cloud. |  |  |
| CS5 | **Business Organisation:** can apply organisational theory, change management, marketing, strategic practice, human resource management and IT service management to technology solutions development. Develops well-reasoned investment proposals and provides business insights. | Ability to apply organisational theory, change management, marketing, strategy, HR, and IT service management in developing technology solutions. Skill in creating well-reasoned investment proposals and providing valuable business insights is also essential. |  |  |
| CS6 | **IT Project Management**: follows a systematic methodology for initiating, planning, executing, controlling, and closing technology solutions projects. Applies industry standard processes, methods, techniques and tools to execute projects. Can manage a project (typically less than six months, no inter-dependency with other projects and no strategic impact) including identifying and resolving deviations and the management of problems and escalation processes. | Ability to follow a structured methodology for initiating, planning, executing, controlling, and closing technology projects. Proficiency in using industry-standard processes, methods, and tools to manage short-term, low-complexity projects, including handling deviations, problem resolution, and escalation, is essential. |  |  |
| CS7 | **Computer and network infrastructure:** can plan, design and manage computer networks with an overall focus on the services and capabilities that network infrastructure solutions enable in an organisational context. Identifies network security risks and their resolution. | Ability to plan, design, and manage computer networks, emphasising the services and capabilities these networks provide within an organisation. Skill in identifying network security risks and implementing effective resolutions is also essential. |  |  |
| **Core Technical Knowledge from the standard** | | | | |
| CTK1 | How business exploits technology solutions for competitive advantage. | Understanding of how businesses leverage technology solutions to gain competitive advantage. This includes analysing strategies, identifying key technologies, and evaluating their impact on organisational performance and market positioning. |  |  |
| CTK2 | The value of technology investments and how to formulate a business case for a new technology solution, including estimation of both costs and benefits. | Ability to evaluate the value of technology investments and develop a compelling business case for new technology solutions, including the accurate estimation of both costs and benefits. |  |  |
| CTK3 | Contemporary techniques for design, developing, testing, correcting, deploying and documenting software systems from specifications, using agreed standards and tools. | Proficiency in contemporary techniques for designing, developing, testing, correcting, deploying, and documenting software systems from specifications, while adhering to agreed standards and tools. |  |  |
| CTK4 | How teams work effectively to produce technology solutions. | Understanding of how teams collaborate effectively to produce technology solutions, including communication, role distribution, conflict resolution, and leveraging diverse skills for optimal project outcomes. Including your own within a team. |  |  |
| CTK5 | The role of data management systems in managing organisational data and information. | Understanding of the role of data management systems in effectively managing organisational data and information, including data storage, retrieval, quality, security, and compliance. |  |  |
| CTK6 | Common vulnerabilities in computer networks including unsecure coding and unprotected networks. | Ability to identify common vulnerabilities in computer networks, including insecure coding practices and unprotected networks, as well as understanding their potential impacts and mitigation strategies. |  |  |
| CTK7 | The various roles, functions and activities related to technology solutions within an organisation. | Understanding of the various roles, functions, and activities related to technology solutions within an organisation, including their contributions to operational efficiency, innovation, and strategic alignment. |  |  |
| CTK8 | How strategic decisions are made concerning acquiring technology solutions resources and capabilities including the ability to evaluate the different sourcing options. | Understanding of how strategic decisions are made regarding the acquisition of technology solutions, resources, and capabilities, including the ability to evaluate various sourcing options and their implications for the organisation. |  |  |
| CTK9 | How to deliver a technology solutions project accurately consistent with business needs. | Ability to deliver a technology solutions project that accurately aligns with business needs, ensuring that project objectives, scope, and outcomes meet organisational requirements and stakeholder expectations. |  |  |
| CTK10 | The issues of quality, cost and time for projects, including contractual obligations and resource constraints. | Understanding of the issues related to quality, cost, and time in projects, including the management of contractual obligations and resource constraints to ensure successful project delivery. |  |  |
| **Core Behaviour Stills from the standard** | | | | |
| CBS1 | Fluent in written communications and able to articulate complex issues. | Fluency in written communication and ability to articulate, clearly and effectively. Structure and presentation |  |  |
| CBS2 | Makes concise, engaging and well-structured verbal presentations, arguments and explanations. | Produces concise, engaging, and well-structured verbal presentations, arguments, and explanations. |  |  |
| CBS3 | Able to deal with different, competing interests within and outside the organisation with excellent negotiation skills. | Demonstrates the ability to identify and understand competing interests of internal and external stakeholders. Uses effective negotiation to achieve mutually beneficial outcomes, adapting strategies to suit various parties. Balances organisational goals with stakeholder needs, showing sound judgement and flexibility. |  |  |
| CBS4 | Can identify the preferences, motivations, strengths and limitations of other people and apply these insights to work more effectively with and to motivate others. | Identifies others' preferences, motivations, strengths, and limitations, applying these insights to work more effectively and motivate them. |  |  |
| CBS5 | Competent in active listening and in leading, influencing and persuading others. | Is competent in active listening, leading, influencing, and persuading others. |  |  |
| CBS6 | Able to give and receive feedback constructively and incorporate it into his/her own development and life-long learning. | Demonstrates the ability to give and receive feedback constructively, showing openness to different perspectives and a willingness to engage in discussions. Effectively incorporates feedback into personal development plans, reflecting on insights to enhance skills and knowledge. Actively seeks opportunities for lifelong learning, applying lessons learned to improve future performance and foster continuous growth. |  |  |
| CBS7 | Applies analytical and critical thinking skills to Technology Solutions development and to systematically analyse and apply structured problem-solving techniques to complex systems and situations. | Applies analytical and critical thinking skills to develop technology solutions and systematically analyse complex systems using structured problem-solving techniques. |  |  |
| CBS8 | Able to put forward, demonstrate value and gain commitment to a moderately complex technology-oriented solution, demonstrating understanding of business need, using open questions and summarising skills and basic negotiating skills. | Demonstrates a clear understanding of business needs related to the proposed technology-oriented solution and effectively articulates its value, highlighting benefits to stakeholders. Utilises open questions to engage stakeholders and gather insights, while clearly summarising key points to ensure understanding. Applies basic negotiation skills to address concerns and objections, successfully gaining commitment from stakeholders in a collaborative manner. |  |  |
| CBS9 | Able to conduct effective research, using literature and other media, into IT and business-related topics. | Presents the ability to conduct effective research into IT and business-related topics using literature and other media. |  |  |
| CBS10 | Have demonstrated that they have mastered basic business disciplines, ethics and courtesies, demonstrated timeliness and focussed when faced with distractions and the ability to complete tasks to a deadline with high quality. | Demonstrates mastery of basic business disciplines, including finance, marketing, and management principles, while consistently adhering to ethical standards and professional courtesies. Maintains focus and prioritises tasks effectively, even amidst distractions, ensuring timely completion of assignments. Produces high-quality work that meets or exceeds expectations, reflecting attention to detail and a commitment to continuous improvement. |  |  |
| CBS11 | Flexible attitude | Presents evidence/examples of a Flexible attitude |  |  |
| CBS12 | Ability to perform under pressure | Presents evidence/examples of an ability to work under pressure |  |  |
| CBS13 | A thorough approach to work | Presents evidence /examples of a thorough approach to work |  |  |
| CBS14 | Logical thinking and creative approach to problem-solving | Presents evidence/examples Logical thinking and creative approach to problem-solving |  |  |

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| Overall Feedback |
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Apprentice has completed a Synoptic Project and will present to an End Point Assessor. Can you change the general questions to be more focused on their project and the company but still be generic and adaptable for different types of projects.

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