

EPA STANDARD SPECIFICATION



Level 3 Digital Device Repair Technician

ST0682 (v1.1)

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Contents

1. Qualification information	4
1.1 About this standard specification	4
1.2 Purpose	5
2. EPA journey	5
2.1 On-programme requirements	5
2.2 EPA Gateway	6
2.3 EPA planning meeting	6
2.4 Assessment overview	8
2.5 Assessment method 1 – Observation with questioning	8
2.6 Assessment method 2 - Professional discussion underpinned by a portfolio of evidence	10
2.7 Grading requirements	11
3. Results notification and enquiries about results	13
4. Resits and retakes	14
5. Access Arrangements, Reasonable Adjustments and Special Considerations	15
Appendix 1 – Mapping of KSBs to grade themes	16
Assessment method 1: Observation with questioning	16
Assessment method 2: Professional discussion underpinned by a portfolio of evidence	19
Appendix 2 - Grade descriptors	22
Assessment method 1: Observation with questioning	22
Assessment method 2: Professional discussion underpinned by a portfolio of evidence	27

1. Qualification information

1.1 About this standard specification

This End-point Assessment (EPA) specification sets out what is required to complete the EPA in Digital Device Repair Technician. The document contains information regarding the planning and delivery of the EPA process and is intended for use by all parties involved in the process.

EPA is an independent assessment of the knowledge, skills and behaviours (KSBs) that have been learnt throughout an apprenticeship.

This document should be used in conjunction with the published assessment plan on the Skills England website and the EPA Support Pack provided by Gateway Qualifications for this standard.

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

Key information	
Standard name	Digital Device Repair Technician
Standard reference number	ST0682
Assessment plan version	1.1
Level	3
Ofqual QN	
Sector	Digital
Minimum time on-programme with the provider	8 months
EPA duration	Typically 3 months
EPA methods	Assessment method 1: Observation with questions Assessment method 2: Professional discussion underpinned by a portfolio of evidence
Overall grade	Fail/Pass/Merit/Distinction
EQA organisation	Ofqual
Gateway requirements	English and Mathematics qualifications in line with the apprenticeship funding rules. A portfolio of evidence must be submitted for Assessment Method 2.

A fully completed and signed Gateway Declaration and authentication statement is required at Gateway.

1.2 Purpose

The overall purpose of the EPA is to ensure that the apprentice has met the required level of knowledge, skills and behaviours set by employers and approved by Skills England.

2. EPA journey

2.1 On-programme requirements

Full time apprentices will typically spend 21 months on-programme (before the EPA Gateway meeting) working towards the occupational standard. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

All apprentices must spend a minimum of 12 months on programme. In all cases this will be no less than 366 days but may be longer. For new starts from 1 August 2025, the minimum duration has been reduced to 8 months (from 12 months). This policy change supersedes any reference to 12-month durations as currently set out in End-Point Assessment plans. For those apprentices who started before 1st August 2025, the 12-month minimum duration still applies. This will be checked by the provider before the apprentice is submitted for EPA Gateway.

Learning progress should be supported by regular 1-to-1s between the apprentice and the employer.

These sessions should:

- set learning goals
- track apprentice progress
- create a forum for coaching and guidance
- co-ordinate the required amount of apprentice time being spent in off-the-job training.

Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship. For example, the training provider and employer can discuss types of work and responsibilities of the apprentice to assess whether this is suitable in meeting the Standard.

The provider should support with tutorials and appropriate resources.

2.2 EPA Gateway

The employer makes the final decision to progress the apprentice to EPA, by reviewing the Portfolio of Learning and performance of the apprentice in meeting the Standard.

If the employer feels that the apprentice has met the learning outcomes, and is competent in the apprenticeship role, they should progress the apprentice to EPA.

The employer must confirm that the apprentice is ready to complete the EPA before they can pass through the EPA Gateway, and this will be documented on EPA Pro via the Gateway Declaration and Authentication Statement. This notifies Gateway Qualifications that the apprentice is ready for their EPA.

Before the apprentice can enter the EPA Gateway process, the following evidence is required:

- Gateway Declaration and Authentication Statement (this must signed using an e-signature via a document signing service, such as DocuSign, or a wet signature)
- Achievement of English and Maths qualifications, if required, in line with the apprenticeship funding rules
- Reasonable Adjustments Request Form, if applicable (this must be submitted no later than 30 days prior to the EPA Gateway submission)
- Portfolio of Evidence (for Assessment method 2)

Apprentices will not be accepted at EPA Gateway if the evidence required is not sufficiently met.

For those with an education, health and care plan or a legacy statement, the apprenticeships English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

Before the apprentice enters the EPA Gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they can achieve the standard of the apprenticeship.

2.3 EPA planning meeting

Gateway Qualifications will schedule the EPA planning meeting with the apprentice and the employer. The meeting will take place once the EPA Gateway evidence has been accepted, and the apprentice has entered the end-point assessment phase of the apprenticeship.

The purpose of the EPA planning meeting is to:

- schedule each assessment activity
- identify the requirements of each EPA assessment method
- facilitate the employer's understanding of the EPA process

- answer any questions or concerns the apprentice may have about the EPA process
- aid in the preparation requirements, for example, arranging access, facilities, and resources
- discuss feedback post EPA
- explain certification upon completion of the apprenticeship
- explain the appeals process

2.4 Assessment overview

The assessment methods for Digital Device Repair Technician EPA consist of the following:

- Assessment 1: Observation with questioning
- Assessment 2: Professional discussion underpinned by a portfolio of evidence

2.5 Assessment method 1 – Observation with questioning

For this assessment method, the apprentice will be observed by an independent assessor (IA) in their workplace, completing their day-to-day duties under normal working conditions.

Following the observation, the IA will ask the apprentice a series of questions to gain assessment evidence for the KSBs that were not observed during the observation.

Assessment overview	
Mode of assessment	Observation with questioning
Duration	Observation – 90 minutes (+ up to 10% extra time, at the discretion of the IA) Questioning – 30 minutes
Grading	Fail/Pass/Distinction
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

The observation:

The observation is an opportunity for the apprentice to demonstrate their knowledge, skills and behaviours in a real-life context, allowing the IA to accurately assess their performance against the standard in a holistic manner.

The apprentice should complete their usual day-to-day duties under normal circumstances, simulation is not permitted.

The observation must take place in the apprentices' normal place of work (for example, their employer's premises or a customer's premises). Any equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition. The following venue requirements must also be in place:

- tools or equipment in a typical digital device workshop
- faulty devices
- customer interaction

Only one apprentice may be observed at any one time by the IA. The observation will last for **90 minutes**; however, the IA has the discretion to increase this time by up to 10% to allow an apprentice to complete a task.

The observation with questioning cannot be split, except for comfort breaks or to allow the apprentice to move from one location to another. Such breaks will not count towards the total observed time.

The IA will explain the format and timescales of the observation with questioning before it begins.

The IA should observe the following actions by the apprentice during the observation:

- extracting and recording key information
- diagnosing and interpreting a fault
- health, safety and security procedures
- using and storing equipment
- undertaking a repair on a digital device
- quality assurance checks

The IA must ask questions to clarify the purpose of the activities that the apprentice carries out.

The questions:

Following the observation, the IA will ask the apprentice at least **5** questions. Follow-up questions are permitted where clarification is required.

The IA must also ask the apprentice questions about KSBs that were not observed in order to gather further assessment evidence. These questions are in addition to the 5 questions.

Questions must be asked after the observation. The time allocated for questioning is **30 minutes**.

2.6 Assessment method 2 - Professional discussion underpinned by a portfolio of evidence

The apprentice has a formal two-way conversation (professional discussion) with the IA, which is underpinned by the portfolio of evidence that they have produced.

Assessment overview	
Mode of assessment	A professional discussion underpinned by a portfolio of evidence
Duration	60 minutes (+ up to 10% extra time, at the discretion of the IA)
Grading	Fail/Pass/Distinction
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

The portfolio of evidence:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship, and this must be submitted to Gateway Qualifications before the apprentice begins their EPA (the EPA gateway point).

The portfolio of evidence is not directly assessed; its purpose is to support the apprentice in the professional discussion element of this assessment method.

Requirements for the portfolio of evidence:

- should only contain evidence related to the KSBs mapped to this assessment method
- typically contains **8** discrete pieces of evidence which must be mapped against the KSBs
- evidence can be used to demonstrate more than one KSB, and may include the following items (**note:** this is not definitive, and other sources can be used):
 - workplace documentation and records, for example:
 - workplace policies and procedures
 - witness statements
 - annotated photographs
 - video clips (maximum duration – 5 minutes); the apprentice must be in view and identifiable
- should **not** include reflective accounts, or any methods of self-assessment
- any employer contributions should focus on direct observation of performance, **not** opinions
- evidence should be valid and attributable to the apprentice – a statement from the employer and apprentice to confirm this should be included in the portfolio

The professional discussion:

The apprentice will be given notice of the professional discussion date/time.

The professional discussion must last for **60** minutes. This time can be increased by up to 10% at the IA's discretion.

The IA will ask the apprentice at least **6** questions where their competence in the KSBs mapped against this assessment method will be assessed. The apprentice is allowed to refer to, and illustrate their answers with, evidence from their portfolio.

The apprentice's competence against the following themes will be assessed in the professional discussion:

- sustainability
- data protection
- safe working practices
- continuous professional development (CPD)
- customer service and team working
- continuous improvement

2.7 Grading requirements

The Digital Device Repair Technician apprenticeship standard is graded fail, pass, merit or distinction, with the final grade based on the apprentice's combined performance in each of the assessment methods.

To achieve a pass overall, the apprentice must achieve a pass in both assessment methods by meeting all the pass descriptors. To achieve a distinction overall, the apprentice must achieve a distinction in both assessment methods by meeting all the distinction descriptors.

A merit is obtained when the apprentice achieves a pass in one assessment method and a distinction in the other.

Failure of any component of the EPA will result in an overall failure of EPA and the apprenticeship.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Observation with questioning	Professional discussion underpinned by portfolio of evidence	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

3. Results notification and enquiries about results

Gateway Qualifications will send the statement of results notification to the apprentice, employer and provider by email. Results notification will take place once all assessments have been completed. The statement of results will detail the grade for each assessment method and the overall grade of the apprenticeship.

Results will be available for employers and providers on EPA Pro.

For a pass/merit/distinction grade, an internal statement of results is shared with the apprentice and employer. This is not the official apprenticeship certificate.

For a fail grade, the results notification will include details regarding the next steps.

Where an apprentice is not satisfied with the results of their EPA, the employer, apprentice or provider can enquire about the results.

Should an apprentice, employer or provider wish to submit a formal appeal about an assessment decision, please refer to Gateway Qualifications Appeals Policy and procedure.

4. Resits and retakes

An apprentice who fails one or more assessment methods can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and Gateway Qualifications agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless Gateway Qualifications determines there are exceptional circumstances.

5. Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications understands its requirement as an Awarding Organisation to make access arrangements and reasonable adjustments for learners with a disability (in accordance with the Equality Act 2010) in order that they are not at a substantial disadvantage in comparison to someone who does not have a disability. Further information is provided in the Gateway Qualifications' [Reasonable Adjustment and Special Consideration Policy](#).

A reasonable adjustment is unique to an individual and should reflect their normal way of working.

Apprentices should be fully involved in any decisions about adjustments/adaptations.

The Gateway Qualifications' [Reasonable Adjustments Form](#) must be completed and submitted to apply for approval. Applications for reasonable adjustments should ideally be submitted to Gateway Qualifications when the learner is registered but no later than 30 days prior to the EPA Gateway submission.

Special considerations

A special consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of the learner's control, which has had, or is reasonably likely to have materially affected the learner's ability to: (a) take an assessment, or (b) demonstrate his or her level of attainment in an assessment." (From Ofqual, General Conditions of Recognition)

Apprentices and Employers should always aim to reschedule an assessment in the first instance. Applying a special consideration should be a last resort and must not compromise the integrity of an assessment or the reliability and validity of its outcome.

The Gateway Qualifications' [Special Consideration Request Form](#) must be completed and submitted for approval. Requests for special considerations should be submitted no later than two working days before the assessment or as soon as possible after the assessment, and no later than two working days after the assessment.

Appendix 1 – Mapping of KSBs to grade themes

Assessment method 1: Observation with questioning

KSBs grouped by theme	Knowledge	Skills	Behaviour
Customer service K2 K4 S1 S2 S16 B1 B7	Process maps or standard operating procedures (K2) Principles of the support process, including customer service, diagnosis, fault identifications, software and/or hardware replacement and quality control (K4)	Use communication methods such as written, verbal or electronic, using industry terminology (S1) Extract key information to undertake repair process (S2) Record required information with accuracy (S16)	Professional and customer service focussed – shows commitment to putting the customer first by delivering quality work (B1) Gathers stakeholders' feedback to show the success of the repair (B7)
Diagnostic K14 K16 S15 S18	Diagnostic process including the techniques for the use of diagnostic tools (K14) Techniques for carrying out effective visual and physical inspections (K16)	Use diagnostic tools to interpret faults, including no fault devices (S15) Identify physical indicators of fault causes (S18)	None
Safety K9 K11 K24 S6 S11 S14 B3	Process required when a battery is replaced (K9) Types of repair equipment, what they are used for and how they should be stored (K11) The difference between operating systems, software and firmware and the implications of modifying these such as updating, downgrading or	Comply with procedures for usage of equipment in accordance with usage guidelines (S6) Install relevant software or firmware (S11) Maintain own workstation (S14)	Safety mindset – ensures all work processes are carried out safely and report any concerns or risks (B3)

KSBs grouped by theme	Knowledge	Skills	Behaviour
	rooting (K24)		
Repair process K12 K15 K22 K23 K29 K35 S13 S22 S23	Prevention of Electro-Static Discharge ESD, what it is and how to manage ESD Protected Areas EPA (K12) Categorisation of digital device faults and how to identify them (K15) Principles of digital device repair and refurbishment including approaches to the replacement of faulty physical components of devices (K22) Best practice and fault finding, techniques and components parts when repairing or refurbishing a digital device (K23) Process required for parts harvesting (K29) The process and implications of replacing common user-repairable components in devices (K35)	Comply with processes in place to reduce Electro-Static Discharge ESD (S13) Repair a digital device by applying repair practices and techniques (S22) Replace common user-repairable components in devices (S23)	None
Quality assurance K25 K26 S21	Testing and calibration techniques, manual and systematic, such as water resistance testing and calibration of parts	Comply with repair and refurbishment quality assurance standards (S21)	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
	such as screens, speakers and cameras (K25) Quality assurance processes (K26)		

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs grouped by theme	Knowledge	Skills	Behaviour
Sustainability K18 K28 K30 S8 S9 B6	Waste disposal and recycling legislation and company processes, policies and procedures, including safe data disposal (K18) The impact of keeping technology alive for longer (K28) Principles of sustainability including green production techniques, processes and the use of recycled materials (K30)	Analyse, evaluate and advise the client about options for keeping technology alive for longer (S8) Apply environmental and sustainability procedures in compliance with regulations and standards for example, segregate resources for reuse, recycling and disposal (S9)	Environmental awareness -Take personal responsibility for their own sustainable working practices (B6)
Data protection K1 K34 S3	UK legislation and regulations concerning data protection and the importance of secure handling and destruction of consumer data and ethical data use including the associated risks (K1) Data back up and the implications this has on the repair, including cloud verses local backup (K34)	Follow all guidelines in line with relevant data protection legislation, ensuring all safety precautions are taken with consumer data (S3)	None
Safe working practices K7 K8 K13 K17 K20 K21 S5 S7 S17 S19	Current legislation impacts upon the occupation, including all relevant Health and Safety legislation, control of substances	Comply with health and safety and environmental legislation, policies and procedures (S5) Assess and interpret	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
	hazardous to health COSHH, and how it is put into practice in all areas of the workplace (K7) Risk assessments, procedures and protocols (K8) Understand safe handling and maintenance practices and when stakeholders should be informed or educated (K13) Sources of official diagnostic and repair guidelines for digital devices and how to follow them (K17) Manufacturers documentation and standards (K20) The process and implications of replacing a main Printed Circuit Board PCB (K21)	risk to inform safe working practices (S7) Interpret manufacturers official repair guidance to decide on the most effective or practical fix for specific devices and shares with stakeholders (S17) Replace a main PCB Printed Circuit Board (S19)	
Continuous professional development (CPD) K10 K27 K33 S10 B5	Digital devices available in the marketplace (K10) The stages within the digital device lifecycle and their role within it (K27) How the occupation fits into the wider digital landscape and any current regulatory requirements (K33)	Research industry updates, select and implement for the device and provide updates to stakeholders affected by the change (S10)	Seeks learning opportunities and continuous professional development (B5)

KSBs grouped by theme	Knowledge	Skills	Behaviour
Customer service and team work K3 K5 K6 S4 B2	Principles of effective communication with internal and external stakeholders including how service level expectations are set, escalation routes, and the importance of following these expectations (K3) Approaches to multifunctional teamworking utilising digital tools and platforms (K5) Approaches to ensuring accessibility for all users and recognising the diversity of user needs when providing a service (K6)	Manage customer expectations (S4)	Collaboration the ability to work with colleagues whilst contributing to a supportive and inclusive workplace, respectful of different views (B2)
Continuous improvement K19 K31 K32 S12 S20 B4	Typical repair timeframes and how to access this information (K19) Time management techniques: Planning, prioritising, work scheduling, workflow management (K31) Principles and techniques of continuous improvement (K32)	Use continuous improvement principles and techniques, to make recommendations and share good practice (S12) Plan and prioritise own workload using time management techniques (S20)	Responsive and flexible - able to work at pace within deadlines and multitask (B4)

Appendix 2 - Grade descriptors

Assessment method 1: Observation with questioning

Fail – the apprentice does not meet the pass criteria

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
Customer service	K2 - Process maps or standard operating procedures K4 - Principles of the support process, including customer service, diagnosis, fault identifications, software and/or hardware replacement and quality control S1 - Use communication methods such as written, verbal or electronic, using industry terminology S2 - Extract key information to undertake repair process S16 - Record required information with accuracy	Uses communication methods and gathers stakeholder feedback to ensure that the principles of the support process are carried out whilst showing commitment to delivering quality work and successful repairs in a professional and customer service focussed manner (K4, S1, B1, B7) Uses communication methods to ensure that the principles of the support process are carried out whilst showing commitment to delivering quality work in a professional and customer service focussed manner (K4, S1, B1) Demonstrates how they extract key information and how they record the required information whilst undertaking a repair in line with process maps and standard	n/a

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	B1 - Professional and customer service focussed – shows commitment to putting the customer first by delivering quality work B7 - Gathers stakeholders' feedback to show the success of the repair	operating procedures (K2, S2, S16)	
Diagnostic	K14 - Diagnostic process including the techniques for the use of diagnostic tools K16 - Techniques for carrying out effective visual and physical inspections S15 - Use diagnostic tools to interpret faults, including no fault devices S18 - Identify physical indicators of fault causes	Demonstrates how to use diagnostic tools, processes and techniques to interpret faults, including no fault devices (K14, S15) Uses techniques to carry out visual and physical inspections to identify indicators of fault causes (K16, S18)	Justifies why they use the diagnostic tools to interpret faults, including no fault devices (K14, S15)
Safety	K9 - Process required when a battery is replaced K11 - Types of repair equipment, what they are used for and how they should be stored	Explains how they would carry out the process of replacing a battery (K9) Uses and stores necessary repair equipment in accordance with usage guidelines (K11, S6)	n/a

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	K24 - The difference between operating systems, software and firmware and the implications of modifying these such as updating, downgrading or rooting S6 - Comply with procedures for usage of equipment in accordance with usage guidelines S11 - Install relevant software or firmware S14 - Maintain own workstation B3 - Safety mindset – ensures all work processes are carried out safely and report any concerns or risks	Installs relevant software or firmware, considering their differences and the differences between operating systems and the implications of modifying these, such as updating, downgrading or rooting (K24, S11) Performs work processes safely, whilst maintaining workstation and reporting any concerns or risks (S14, B3)	

Repair process	K12 - Prevention of Electro-Static Discharge ESD, what it is and how to manage ESD Protected Areas EPA K15 - Categorisation of digital device faults and how to identify them K22 - Principles of digital device repair and refurbishment including approaches to the replacement of faulty physical components of devices K23 - Best practice and fault finding, techniques and components parts when repairing or refurbishing a digital device K29 - Process required for parts harvesting K35 - The process and implications of replacing common user-repairable components in devices S13 - Comply with processes in place to reduce	Shows how they prevent electro-static discharge whilst complying with processes and managing ESD protection areas EPA (K12, S13) Performs a repair of a digital device whilst applying fault finding techniques and refurbishment and replacement principles, always taking into account parts harvesting (K15, K22, K23, K29, S22) Demonstrates how they follow a process to replace common user-repairable components in devices considering the implications involved (K35, S23)	Justifies the practices, techniques and principles applied in the repair of a digital device (K15, K22, K23, K29, S22)
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Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	Electro-Static Discharge ESD S22 - Repair a digital device by applying repair practices and techniques S23 - Replace common user-repairable components in devices		
Quality assurance	K25 - Testing and calibration techniques, manual and systematic, such as water resistance testing and calibration of parts such as screens, speakers and cameras K26 - Quality assurance processes S21 - Comply with repair and refurbishment quality assurance standards	Applies quality assurance standards and processes whilst repairing, refurbishing testing and calibrating a device (K25, K26, S21)	n/a

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Fail – the apprentice does not meet the pass criteria

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
Sustainability	K18 - Waste disposal and recycling legislation and company processes, policies and procedures, including safe data disposal K28 - The impact of keeping technology alive for longer K30 - Principles of sustainability including green production techniques, processes and the use of recycled materials S8 - Analyse, evaluate and advise the client about options for keeping technology alive for longer S9 - Apply environmental and sustainability procedures in compliance with regulations and standards for example, segregate resources for reuse, recycling and disposal	Outlines how they advised clients about the options available for keeping technology alive for longer and the impact that this has (K28, S8) Describes how they have taken personal responsibility to apply environmental and sustainability procedures to ensure that the principles of production techniques and processes are adhered to, whilst reusing, recycling and safely disposing of data (K18, K30, S9, B6)	Evaluates the impact that the application of sustainability procedures has had to production and processes (K30, S9, B6)

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	B6 - Environmental awareness - Take personal responsibility for their own sustainable working practices		
Data protection	K1 - UK legislation and regulations concerning data protection and the importance of secure handling and destruction of consumer data and ethical data use including the associated risks K34 - Data back up and the implications this has on the repair, including cloud verses local backup S3 - Follow all guidelines in line with relevant data protection legislation, ensuring all safety precautions are taken with consumer	Explains how they follow legislation, regulations and guidelines concerning data protection, to ensure that safety precautions are taken when safely and ethically dealing with and destroying consumer data, and the associated risks involved in this (K1, S3) Explains the implications that data back up has on a repair and how cloud and local back up compare (K34)	n/a
Safe working practices	K7 - Current legislation impacts upon the occupation, including all relevant Health and Safety legislation, control of substances hazardous to health COSHH,	Explains how they comply with and put into practice the current health and safety and environmental legislation, policies and procedures and the impact this has on the occupation (K7, S5)	Evaluates the impact the risk has on the digital device repair (S7) Explains the need to consider the implications involved when

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	and how it is put into practice in all areas of the workplace K8 - Risk assessments, procedures and protocols K13 - Understand safe handling and maintenance practices and when stakeholders should be informed or educated K17 - Sources of official diagnostic and repair guidelines for digital devices and how to follow them K20 - Manufacturers documentation and standards K21 - The process and implications of replacing a main Printed Circuit Board PCB S5 - Comply with health and safety and environmental legislation, policies and procedures S7 - Assess and interpret risk to inform safe working practices	Outlines how they assess and interpret risk and follow procedures and protocols when handling and maintaining digital devices in order to maintain safe working practices, whilst informing and educating stakeholders (K8, K13, S7) Describes how they interpret and follow manufacturers official repair guidelines, documentation and standards in relation to diagnosing and repairing digital devices, deciding on the most effective or practical fix for the specific device and sharing this with stakeholders (K17, K20, S17) Explains how they consider the process and replace a main printed circuit board and the implications involved (K21, S19)	replacing a main printed circuit board (K21, S19)

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	S17 - Interpret manufacturers official repair guidance to decide on the most effective or practical fix for specific devices and shares with stakeholders S19 - Replace a main PCB Printed Circuit Board		
Continuous professional development (CPD)	K10 - Digital devices available in the marketplace K27 - The stages within the digital device lifecycle and their role within it K33 - How the occupation fits into the wider digital landscape and any current regulatory requirements S10 - Research industry updates, select and implement for the device and provide updates to stakeholders affected by the change	Outlines the digital devices that are available within the marketplace and how they have researched, selected and implemented industry updates and provided updates to the stakeholders affected by the change (K10, S10) Outlines how they seek learning opportunities and continuous professional development and how their role fits within the stages of the digital device lifecycle and how their occupation fits into the wider digital landscape (K27, K33, B5)	n/a

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
	B5 - Seeks learning opportunities and continuous professional development		
Customer service and team work	K3 - Principles of effective communication with internal and external stakeholders including how service level expectations are set, escalation routes, and the importance of following these expectations K5 - Approaches to multifunctional teamworking utilising digital tools and platforms K6 - Approaches to ensuring accessibility for all users and recognising the diversity of user needs when providing a service S4 - Manage customer expectations B2 - Collaboration the ability to work with colleagues whilst contributing to a supportive and inclusive workplace, respectful of different views	Explains how they have worked with internal and external stakeholders and managed expectations by using effective communication whilst ensuring accessibility for all users and being respectful of different views (K3, K6, S4, B2) Explains how digital tools and platforms are used for multifunctional team working (K5)	n/a

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
Continuous improvement	K19 - Typical repair timeframes and how to access this information K31 - Time management techniques: Planning, prioritising, work scheduling, workflow management K32 - Principles and techniques of continuous improvement S12 - Use continuous improvement principles and techniques, to make recommendations and share good practice S20 - Plan and prioritise own workload using time management techniques B4 - Responsive and flexible - able to work at pace within deadlines and multitask	Outlines how they plan and prioritise own workload using time management techniques and typical repair timeframes whilst staying responsive and flexible in order to work at pace and meet deadlines (K19, K31, S20, B4) Outlines how they use continuous improvement techniques to make recommendations and share good practice (S12, K32)	n/a

