



Module Specification

Digital and Technology Solutions End-Point Assessment

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Part 1: Information

Module title: Digital and Technology Solutions End-Point Assessment

Module code: UFCFHN-30-3

Level: Level 6

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Environment & Technology

Department: FET Dept of Computer Sci & Creative Tech

Partner institutions: None

Field: Computer Science and Creative Technologies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is the end point assessment (EPA) for the Digital and Technology Solutions Professional Degree Apprenticeship programme. In accordance with ST0119, it will need to assess two tasks:

1. a major piece of individual work executed by the students for their employer in the field of Digital and Technology Solutions, which the student needs to summarise and present.

2. skills and competencies in Digital and Technology Solutions commensurate with being a professional in the field. This will take the form of a professional discussion between the student and the independent assessor and is underpinned by a portfolio of evidence compiled during the apprenticeship.

Prerequisites:

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Digital and Technology Solutions Professional (Integrated Degree) apprenticeship standard. These are:

(a) Achievement of 330 credits of the BSc Digital and Technology Solutions degree. (The final 30 credits of the BSc Digital and Technology Solutions degree will be attributed to the end-point assessment).

(b) Achievement of the knowledge, skills and behaviours in the Digital and Technology Solutions Professional (Integrated Degree) apprenticeship standard.

(c) For level 3 apprenticeships and above apprentices without English and Mathematics at level 2 must achieve level 2 prior to taking their EPA.

In addition, students will be required to submit a project proposal at gateway. This should include the project title, and a short summary of the project (typically no longer than 500 words). The proposal should include a summary of the project plan including timeframes and research requirements.

Features: Not applicable

Educational aims: To allow the execution of a major, individual, work-based project, and to efficiently communicate the major tasks of this project work to a professional audience, both orally and in written form.

To take part in a professional conversation during which the student can evidence

proficient application of Digital and Technology Solutions methods and processes to an independent assessor.

Outline syllabus: There is no specific syllabus for this module as one part of the assessment is an individual project, set in agreement with the student's employer, with the project proposal having been agreed at gateway. The other part of the assessment is a professional discussion underpinned by a portfolio. Nonetheless, aspects of the project process are covered by supportive sessions. These sessions will normally be delivered by the module leader or their nominee. They will include general advice on report writing.

The second part of the assessment is a professional discussion, underpinned by a portfolio of evidence compiled during the apprenticeship. This will be supported by tutorials and mock discussions with post-discussion feedback for the students.

Part 3: Teaching and learning methods

Teaching and learning methods: Following the submission of the project proposal, each student will be allocated to a project supervisor.

Suitable project topics must be related to the workplace, have a real business application and must lend themselves to research followed by a solution development process based on the research. The research task will include investigation from books, papers and other professional sources. Requirements should be derived from the research. The solution development will include the identification of suitable digital and technology solutions and methods to use. Whatever the subject, the student will be expected to treat material critically and to demonstrate their understanding of the relevance of material both to their award and to the Digital and Technology Solutions Professional context. They will also be expected to reflect on the tools and methodologies used and, at the project completion, comment on their suitability.

Each student will be assigned a supervisor and will meet them regularly to discuss

progress and to give guidance on planning and managing the work. It is the student's responsibility to research material and techniques appropriate to the subject of the project.

Wherever possible students will be assigned a supervisor with an interest in the project topic but this cannot be guaranteed. The responsibilities of the tutor are primarily to provide guidance on the management of the project, the standard of work required, what can realistically be done in the available time and to provide support on issues with structure, clarity, and further reading.

In the initial stages of the project the student and their tutor will discuss objectives which must be achieved if the project is to receive a pass grade. Criteria which must be met for a higher grade will also be identified. (Projects develop unpredictably, the objectives are only intended as a guide to the level expected and details may change).

Independent learning hours include the student engaging in essential reading, project preparation, evaluation and completion. Study time will be organised in connection with support sessions, to prepare students for the Professional Discussion. It is suggested that preparation for project work and other sessions will take 7 hours per week.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate the Knowledge, Skills and Behaviours defined by the IfATE standard as being relevant to the Project Report with Presentation, Questions and Answers

MO2 Demonstrate the Knowledge, Skills and Behaviours defined by the IfATE standard as being relevant to the Professional Discussion Underpinned by a Portfolio

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

<https://rl.talis.com/3/uwe/lists/EC7DC545-5175-5EBA-FC04-DAA22586CAE8.html>

Part 4: Assessment

Assessment strategy: There are two assessment tasks for the project. The assessment criteria for each assessment task are set out in the IfATE EPA plan. These criteria will be described in detail in the module handbook. Both assessment tasks must be passed for the apprentice to pass the apprenticeship. The overall EPA will be graded distinction, merit, pass or fail.

Project Report (6,000 words) with Presentation, Questions and Answers (60 mins total, made up of 30-min presentation and 30-min Q&A)

At gateway, the apprentice will scope out and provide a brief summary (500 words) of what the project will cover and will submit this to the EPAO. This summary should demonstrate that the project will provide sufficient opportunity for the apprentice to meet the KSBs mapped to this method.

Please note that the project's subject, title and scope will need to be agreed between the employer and the EPAO; the employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA. The EPAO will sign off the title of the project report within 2 weeks of the Gateway.

The brief summary (not assessed) needs to include a summary of the project plan, research requirements, an overview of how the project will be planned including timeframes and the date the work-based project report has to be submitted to the independent assessor taking into account the deadlines stipulated within this end-point assessment plan.

After sign off, students need to complete their work-based project and write a 6000 word report, both within 12 weeks. The report must include include a one-page summary outlining recommendations.

The student will also need to prepare a 30 minute professional presentation of key project content. Presentations typically consist of 5-8 presentation slides, which may include video, a walk through of a storyboard, a demo of interactive mockups or a demo of real products or prototypes. Speaker notes should also be included.

Reports and presentation materials must be submitted 10 days before the presentation event, and the 30 minute presentation will be followed by a 30 minute Q&A .

This assessment method is the most valid method to assess competency, as individuals in this occupation will undertake project work. This method will enable apprentices to demonstrate a range of KSBs on a real piece of work, which will add value to their employer. Employers have stated that any project that delivers real margin benefit to the business will be supported by businesses. This means it is also cost effective. The rationale for the use of the presentation task is that it replicates the work undertaken by competent individuals in the profession, where clearly communicating complex issues to non-technical and technical audiences is required. The supplementary questioning allows the independent assessor to ask specific questions about the presentation content.

Potential outcomes:

- Distinction
- Pass
- Fail

Professional Discussion underpinned by a Portfolio:

At gateway, you will have submitted a portfolio of evidence that will provide the basis for a 60-min professional discussion. The portfolio itself is not directly assessed - only the Professional Discussion.

Potential outcomes for this assessment:

- Distinction
- Pass
- Fail

The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as rough sketches, diagrams, user flows, mock ups, wireframes, video / animation / audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; performance reviews.

-> Please note, reflective accounts and self-evaluation cannot be included as evidence.

The content must be sufficient enough to evidence that you can apply the knowledge, skills and behaviours required. There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. Typically, there will be between 6 and 10 pieces of evidence.

The independent assessor will conduct and assess the professional discussion. They must ask a minimum of 4 open questions, and have the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their response. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy. The professional discussion must be audio-recorded.

A Professional Discussion is a recognised assessment method within Digital and Technology Solutions. It ensures the apprentice can demonstrate the application of evidence to professional practice and their own continuing professional

development. It allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed. By drawing upon other supporting evidence in the portfolio the apprentice will be able to effectively determine the authenticity of that supporting evidence.

The grades for the assessment methods combine in the following way, to give an overall grade for the module of Distinction/Merit/Pass/Fail*:

Any grade + Fail = Fail

Pass + Pass = Pass

Pass + Distinction (in either assessment) = Merit

Distinction + Distinction = Distinction

*At resit and retake the overall module grade is capped at Merit.

Assessment tasks:

Report (First Sit)

Description: Project Report (6,000 words) with Presentation, Questions and Answers (60 mins total)

This is marked as Distinction/Pass/Fail, and at first sit the overall module is graded Distinction/Merit/Pass/Fail. At resit and retake the overall module is capped at Merit/Pass/Fail. (Please see 'Assessment Strategy' for how the overall grade for this module is calculated.)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1

Presentation (First Sit)

Description: 60-min Professional Discussion underpinned by a portfolio.

This is marked as Distinction/Pass/Fail, and at first sit the overall module is graded Distinction/Merit/Pass/Fail. At resit and retake the overall module is capped at

Merit/Pass/Fail. (Please see 'Assessment Strategy' for how the overall grade for this module is calculated.)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2

Report (Resit)

Description: Project Report (6,000 words) with Presentation, Questions and Answers (60 mins total)

This is marked as Distinction/Pass/Fail, and at first sit the overall module is graded Distinction/Merit/Pass/Fail. At resit and retake the overall module is capped at Merit/Pass/Fail. (Please see 'Assessment Strategy' for how the overall grade for this module is calculated.)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1

Presentation (Resit)

Description: 60-min Professional Discussion underpinned by a portfolio.

This is marked as Distinction/Pass/Fail, and at first sit the overall module is graded Distinction/Merit/Pass/Fail. At resit and retake the overall module is capped at Merit/Pass/Fail. (Please see 'Assessment Strategy' for how the overall grade for this module is calculated.)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Digital and Technology Solutions (Network Engineer) {Apprenticeship-UCW} [UCW]
BSc (Hons) 2023-24

Digital and Technology Solutions (Data Analyst) {Apprenticeship-UCW} [UCW] BSc
(Hons) 2023-24

Digital and Technology Solutions (Software Engineer) {Apprenticeship-UCW} [UCW]
BSc (Hons) 2023-24

Digital and Technology Solutions (Business Analyst) {Apprenticeship-UCW} [UCW] -
Withdrawn BSc (Hons) 2023-24

Digital and Technology Solutions (Cyber Security Analyst) {Apprenticeship-UCW}
[UCW] - Withdrawn BSc (Hons) 2023-24

Digital and Technology Solutions (Data Analyst) {Apprenticeship-UCW} [UCW] -
Withdrawn BSc (Hons) 2023-24

Digital and Technology Solutions (Software Engineer) {Apprenticeship-UCW} [UCW]
- Withdrawn BSc (Hons) 2023-24

Digital and Technology Solutions (Cyber Security Analyst) {Apprenticeship-UCW}
[UCW] BSc (Hons) 2023-24

Digital and Technology Solutions (Software Engineer) {Apprenticeship-GlosColl}
[GlosColl] BSc (Hons) 2023-24