Level 3 Data Technician V1.1

End-Point Assessment Specification

AIMASSESSMENT

www.aimgroup.org.uk/epa

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to **https://skillsengland.education.gov.uk/apprenticeships/st0795-v1-1** for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: **assessment@aimgroup.org.uk**

Version history

Version number	Version code	Date	Description	Changes made with page number(s)	Checked by (initials and date)
3	DT1.1/SP/044/V3/220126/LC	Jan 26	Updated from V1.0 to V1.1	All	

Contents

1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department for Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills**, **experience** and specific **industry knowledge**.

2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.

3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.

4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.

5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.

6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.

7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.

8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.

9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.

10. There should be **a close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 3 Data Technician End-Point Assessment
ST code	ST0795 Version: 1.1
Role profile of the apprenticeship* ***(* this outlines the purpose of the qualification)***	The broad purpose of the role is to source, format and present data securely in a relevant way for analysis using basic methods; to communicate outcomes appropriate to the audience; analyse structured and unstructured data to support business outcomes; blend data from multiple sources as directed and apply legal and ethical principles when manipulating data. These professionals interact with a range of stakeholders in their work life including colleagues, managers, customers and internal and external contacts. Data Technicians typically work as a member of a team and, at this level, will be responsible for collecting and processing data typically under the guidance of a senior colleague or multiple colleagues across the business/organisation. The context in which data technicians are working will dictate how they approach their work and the tools that they use. We work closely with employers to ensure that our assessments recognise this and that our assessment materials reflect this whilst maintaining the requirement that apprentices should be competent to work as a data technician in any industry. Typical job titles include Data support analyst, Data technician, Junior data analyst and Junior information analyst The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Data Technician.
Duration	Typically 24 months training and three months EPA
Apprenticeship process	The apprentice will typically spend 24 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within three months and will be conducted by AIM's specialist end-point assessors.
Gateway*/ other requirements	Apprentices must have satisfied the following before Gateway*: ▪ Spent at least 12 months on their apprenticeship programme (for apprentices registered prior to 01.08.25) ▪ Spent at least 8 months on their apprenticeship programme (for apprentices registered on or after 01.08.25) ▪ Employer confirmation that the apprentice is ready to take EPA ▪ Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory. ▪ Submitted a portfolio of evidence and mapping grid *Gateway is the point at which apprentices enter the end-point assessment period

<table>
<tr><td>Assessment methods</td><td>

- **Assessment method one:** Scenario demonstration with questioning
- **Assessment method two:** Professional discussion, underpinned by a portfolio of evidence

</td></tr>
<tr><td>Overall grading</td><td>Grading that is achievable for this standard:

<table>
<tr><th>Assessment method one: Scenario demonstration with questioning</th><th>Assessment method two: Professional discussion, underpinned by a portfolio</th><th>Overall grading</th></tr>
<tr><td>Fail</td><td>Any grade</td><td>Fail</td></tr>
<tr><td>Any grade</td><td>Fail</td><td>Fail</td></tr>
<tr><td>Pass</td><td>Pass</td><td>Pass</td></tr>
<tr><td>Pass</td><td>Distinction</td><td>Merit</td></tr>
<tr><td>Distinction</td><td>Pass</td><td>Merit</td></tr>
<tr><td>Distinction</td><td>Distinction</td><td>Distinction</td></tr>
</table>
</td></tr>
<tr><td>Appeals</td><td>The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures</td></tr>
<tr><td>Reasonable adjustments</td><td>AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures</td></tr>
<tr><td>Results</td><td>AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.</td></tr>
<tr><td>Preparation and support</td><td>Before Gateway, AIM will run online clinics to support the employer and apprentice. For the assessments, AIM will provide guidance and preparation documents.</td></tr>
</table>

4. Assessment methods

Assessment method one: Scenario demonstration with questions	
Summary of the assessment: The apprentice is observed completing tasks/questions based on a scenario description. This relates to data gathering, data analysis and data validation.	
Components	Component one: Scenario demonstration with questions
Timings/duration	Scenario Demonstration: 90 minutes (with questions included)
Submission requirements	No pre-gateway submission requirements
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample scenarios, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Professional discussion, underpinned by a portfolio of evidence	
Summary of the assessment: A structured discussion with an assessor, supported by a portfolio of evidence	
Components	Component one: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Professional discussion: 60 minutes
Submission requirements	Typically 5 pieces of portfolio evidence, which is submitted at Gateway along with a portfolio mapping grid
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from **https://skillsengland.education.gov.uk/apprenticeships/st0795-v1-1** the EPA assessment plan for this standard [accessed: 22/01/2026].

Grading criteria

Assessment method one: Scenario Demonstration with questioning		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Data Gathering	Explains different data element formats and how their selection can impact precision, analysis and communication, K4. Demonstrates how to access and extract data as well as select and migrate data from identified sources, K5, S1. Demonstrate how to collate and format data in line with organisational standards and able to collect, format and save datasets whilst being able to summarise and explain their gathered data, K6, S2, S3. Demonstrate how to combine data from multiple sources using tools to identify trends and is able to present these in an appropriate format and enable manipulation of data sets as required, K13, S4.	Demonstrates a comprehensive understanding of collating, formatting, and saving data in strict adherence to industry standards, while efficiently analysing, summarising, and explaining the gathered data in a highly organised, systematic, and precise manner, K6, S2, S3.
Data Analysis and Validation	Demonstrates how to audit data results to ensure accuracy, completeness, consistency, and traceability from original data. Understands how data analysis and querying tools can answer questions, solve problems and have the potential to use automation for repeated data manipulation, K14, S7. Demonstrates how to filter details by focusing on information relevant to the data tasks and purpose, while identifying faults and cleansing the data. K15, S6. Uses basic statistical methods to extract relevant information from both structured and unstructured data. K16, S5.	Identify how automation could be used for repeatable data manipulation to improve efficiency and accuracy, K14, S7.

Assessment method one: Scenario Demonstration with questioning		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
	Demonstrates the use of tools or methods that can or have been applied as prompts to research and evaluate data transformation techniques, K26, S16.	

Assessment method two: Professional discussion, underpinned by a portfolio of evidence		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Data Gathering	Identifies types of data and common sources of data, K1, K2. Identifies types of data storage formats and their importance for analysis, K3. Explains the importance of anonymising data and how to do so, K7, K8. Explain the relationships between data, machine learning, AI, and Generative AI, and how ethical data use in AI and automated systems impacts organisations, including the potential consequences of unethical data use. K20, K23.	NA
Data Analysis and Validation	Demonstrates testing and assessing the integrity of data against standard formats while explaining common data quality issues that can arise, methods for validating data to mitigate these issues, and corrective actions that can be taken. K17, K18, S12	NA
Distribution and Dissemination	Demonstrate management and presentation tools to visualise data, collaborate using communication technologies to share findings, and apply appropriate methods to help audiences understand data insights and their implications, tailoring communication to meet audience needs, K9, K10, K11, S8. Identifies roles within an organisation that require access to data or an understanding of data findings, and determine how these roles influence the level of detail needed in data communications and be able to produce clear and consistent documentation of the data shared and actions taken, using	Shows a deep understanding of the various roles within an organisation that require access to data or an understanding of data findings, and expertly determines how these roles impact the level of detail required in data communications, while consistently producing clear, comprehensive, and well-documented reports on the data shared and actions taken, adhering to standard organizational templates where applicable or required, K12, S9. Evaluates advanced strategies for storing, managing, and distributing data in strict adherence to evolving data security standards, sustainable best practices, and comprehensive legislation, while proactively

Assessment method two: Professional discussion, underpinned by a portfolio of evidence		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
	standard organisational templates where applicable or required, K12, S9. Outlines the value of data to an organisation, K21, Explains how they store, manage, and distribute data in compliance with legal and regulatory requirements, ensuring adherence to organisational, national and sector standards, and applicable legislation, K19, S10. Understands the significance of cultural awareness, diversity and accessibility with respect to data sets and any bias that may be present in them, K22.	addressing emerging compliance challenges, K19, S10.
Approach to work	Demonstrates how they prioritise activities based on the duties to be performed, considering any known or expected impact on others. Working independently to meet deadlines and manage stakeholder expectation. Explains how they prioritise activities taking account of others when working towards a common goal or on the same data sets, S13, S14, B1, B2 Explains how they follow policies and procedures related to environmental impact and sustainability, adhere to equity, diversity, and inclusion policies for a common goal, consider ways to reduce impact, support social inclusion in the workplace, and take responsibility for acting sustainably in your role. K24, K25, S11, S15, B3, B4	NA

Knowledge, skills and behaviours (KSBs)

Knowledge
K1: Types of data, for example, structured, unstructured, qualitative, quantitative, numeric, strings, compound data types.
K2: Common sources of data, for example, internal, external, open data sets, public and private.
K3: Data storage formats and their importance for analysis, for example, relational database tables, spreadsheets, bespoke digital applications, comma separated value lists, text documents, voice and video.

K4: Data element formats and how their selection can impact precision, analysis and communication, for example, integers, floating point numbers and their precision, scientific notation, date formatting as strings.
K5: How to access and extract data from already identified sources.
K6: How to collate and format data in line with organisational standards.
K7: Why it may be important to anonymise data, for example for privacy, security and regulatory compliance, or to eliminate potential for bias.
K8: How to anonymise data, for example one-for-one replacement of names, addresses or telephone numbers with distinct new values, without changing data structure or relationships.
K9: Management and presentation tools to visualise and review the characteristics of data. Examples include spreadsheets with tables and charts, dashboarding tools, custom tools for particular data types, systems or contexts.
K10: Communication tools and technologies for collaborative working, including the ability to share data and findings of data reviews. Examples include dashboards, shared whiteboards, or presentation tools for video conferencing for face-to-face contexts or digital presentation displays.
K11: Communication methods, formats and techniques to help audiences understand data findings and their implications, for example written, verbal, non-verbal, presentation, email, conversation, storytelling and active listening.
K12: Roles within an organisation needing access to data or to understand data findings, and how these roles impact the amount of detail needed in data communications, for example, customer, manager, peer; technical and non-technical.
K13: How to combine data from multiple sources. For example using look ups, copy and paste and visualisation tools or data blending tools on bespoke systems.
K14: Understand the capabilities within data analysis, visualisation, and querying tools, for example, spreadsheets or database viewers or digital display screens on bespoke systems for use in answering questions, solving problems, and the potential to use automation for repeated data manipulation.
K15: How to filter details, focusing on information relevant to the data tasks and purpose.
K16: Basic statistical methods to extract relevant information from structured and unstructured data, for example, counting rows, calculating the mean and standard deviation of numeric fields, counting words in a document, listing the most common values, calculating percentage contributions or percentage differences between data items.
K17: Common data quality issues that can arise for example misclassification, duplicate entries, spelling errors, obsolete data, compliance issues and misinterpretation or translation of meaning.
K18: Methods of validating data and the importance of taking corrective action, for example checking the source of information, identification and standardisation of outliers, adjusting item counts or totals of values.
K19: Legal and regulatory requirements surrounding the use of data for example GDPR, Data Protection Act, data security, intellectual property rights, data sharing, marketing consent, personal data definition, and sector specific standards.
K20: The ethical use of data, including in relation to its use with Artificial Intelligence and other automated systems, and the potential impacts of unethical use of data on the organisation.
K21: The value of data to an organisation, for example to understand behaviours, to assess stakeholder sentiment, to interpret inputs received, to identify trends, to improve decision making and efficiency, or to build strategic or tactical plans to address a current situation.

K22: The significance of understanding cultural awareness, diversity and accessibility with respect to data sets.
K23: The relationships between data, machine learning, Internet of Things (IoT), Artificial Intelligence (AI) and Generative AI. For example, the impact of data and any biases within it on training AI models, and the impact of AI on data volume, quality, security, privacy and ethical considerations.
K24: Sustainable data practices for example organisational policies and procedures relating to environmental impact and sustainability, green data centres, and responsible data storage.
K25: Principles and policies of equity, diversity and inclusion in the workplace and their impact on the organisation.
K26: Understand when and how to apply the principles of prompt engineering to identify and research effective data transformation techniques to ensure data quality and integrity.

Skills
S1: Select and migrate data from already identified sources.
S2: Format and save datasets.
S3: Summarise, analyse and explain gathered data.
S4: Combine data sets from multiple sources and present in format appropriate to the task.
S5: Use tools and/or apply basic statistical methods to identify trends and patterns in data.
S6: Identify faults and cleanse data to improve data quality, for example identifying gaps, duplicate entries, outliers and unusual variances, including cross-checking across data elements or between data sources.
S7: Audit data results for maintenance of data quality, reviewing a data set once all sources are combined, to ensure accuracy, completeness, consistency and traceability from original data.
S8: Demonstrate the different ways of communicating meaning from data in line with audience requirements.
S9: Produce clear and consistent documentation of the data provided to others and of actions completed. Where appropriate or mandated by the working context, this documentation should use standard organisational templates.
S10: Store, manage and distribute data in compliance with organisational, national, sector specific standards and or legislation.
S11: Considers sustainability and ways to reduce impact. For example, using cloud storage, sharing links to files, avoid storing multiple versions of files, and reducing the use of physical handouts of documentation.
S12: Parse data against standard formats, and test and assess confidence in the data and its integrity.
S13: Operate collaboratively in a working context that accounts for, and takes advantage of, the roles, skills and activities of others, especially those interacting with the same data sets or working towards a common goal.
S14: Prioritise own activities within the context of the duties to be performed, taking account of any known or expected impact on others.
S15: Follows equity, diversity and inclusion policies in the organisation for a common goal.
S16: Demonstrate the ability to use different tools and methods to formulate and utilise effective prompts to research, apply, and evaluate data transformation techniques.

Behaviours
B1: Manage own time to meet deadlines and manage stakeholder expectations whether working independently or in a multidisciplinary team.
B2: Work independently and methodically.
B3: Support social inclusion in the workplace. For example, consider the needs of the audience.
B4: Takes responsibility for acting sustainably in their role for example switching off lights and systems when not in use, reducing file size and attachments on emails, and recycling.

6. Regulatory references (internal use)

Ofqual General Conditions of recognition	
Design and development of qualifications	Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the Apprenticeship team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa