



# T Level Technical Qualification in Digital Support Services

Employer set project (ESP)

## Core skills

Digital Support

Provider guide

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## About this document

### Document security

Please do not distribute this document to students. This is for provider and tutor use only. All tutors must be familiar with the information in this document. This document should be kept secure at all times.

This document should be read along with the regulations for conduct of external assessment. Assessment conditions and resources are defined in the qualification specific instructions for delivery (QSID). These documents can be found on the NCFE website under policies and documents.

### About the employer set project

The purpose of the employer set project is to ensure that students have the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to an employer set brief. The brief and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

To achieve the assessment objectives and meet the brief, students must demonstrate the following core skills (CS):

CS1: communicate information clearly to technical and non-technical stakeholders

CS2: work with stakeholders to clarify and consider options to meet requirements

CS3: apply a logical approach to solving problems, identifying and resolving faults whilst recording progress and solutions to meet requirements

CS4: ensure that actions identify and mitigate risk to security

The knowledge requirements will be taken from the core knowledge relevant to the brief, and the briefs will change for each assessment window.

### Administering the external assessment

The maximum overall time allowed for the external assessment is 12 hours 10 minutes under supervised conditions. The individual timings for each task are detailed later in the document. The table below shows when providers may run each task, which assessment materials should be issued to students and at which stage of the assessment window each task should be completed by:

Task	Issuing of assessment materials	Week 1	Week 2
1	Issue the Project brief – Task 1 document	NCFE fixed date: Monday	-
2	In addition to the above, issue the Project brief and email template – Task 2 document.	Tuesday to Friday	-
3	In addition to the above, issue the Project brief – Task 3 document, including control document A	-	NCFE fixed date: Monday

4	In addition to the above, issue the Project brief – Task 4 document.	-	Tuesday to Friday
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NCFE sets the start date and the submission date of the assessment window for the external assessment tasks. External assessment material should not be given to students until the first supervised assessment session.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in the normal classroom environment, so long as each student has access to, or the option to use, a computer system. Providers can decide how to arrange supervised sessions for tasks 2 and 4. Tasks 1 and 3 are fixed date and time. Providers must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, time taken to print students' work is not included as part of the permitted hours for the external assessment task. In addition to this, time taken to collate and upload students' work is also not included as part of the permitted hours for the external assessment time.

Control document A should be provided to students at the appropriate time throughout the assessment. Further instructions are detailed in the task-specific instructions, in this document, and the control document is available in the relevant project brief (Project brief – Task 3 document).

At any time, NCFE may request the timetable that providers have set for the supervised sessions.

The permitted time must not be increased unless a reasonable adjustment has been agreed for a student in accordance with the access arrangements and reasonable adjustments policy and special considerations policy which can be found on the NCFE website.

The permitted time must not be decreased. Students must be given the opportunity to complete the full amount of time for the external assessment task. Providers must take this into account when timetabling the sessions.

In the event the student misses a supervised session the following procedure must be followed:

- if a student misses a fixed date session (task 1 or 3) providers must not rearrange another time for the student to complete the session; they must follow the reasonable adjustments and special considerations policy which can be found on the NCFE website
- if a student misses a session that does not have a fixed date, providers may rearrange a suitable time for the student (providing it is in the appropriate assessment window); however, task 2 must be completed by all students before moving on to task 3

Each student is allowed up to a maximum of 15 minutes rest break during the tasks which have 3 or more hours allocated (tasks 3 and 4) and breaks must be managed by the provider. These breaks should be in a supervised, controlled room and monitored by the provider.

## Marking the external assessment task

The external assessment tasks are set and marked by NCFE. This means that providers must not assess, internally quality assure or provide any feedback to the student about their performance in the external assessment task. However, tutors may be asked within a specific task to validate and generate supplementary evidence of student performance. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

# Instructions for tutors

## Assessment conditions

Students must complete the employer set project independently and under supervised conditions, as per each task-specific guidance later in the document.

Students are required to sign one external assessment cover sheet (EACS) – declaration of authenticity form to confirm that the work is their own. A single declaration form is sufficient for the whole project. The declaration forms can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if the evidence was found not to be the student's own work.

Tutors must retain students' research materials at the end of each supervised session, alongside all materials and/or evidence produced by students within the supervised assessment.

At the end of each supervised session, the tutor must collect all evidence and any other materials, including students' research materials, before students leave the room to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have not made materials available to themselves or anyone else electronically via the intranet or internet.

External assessment materials should be securely stored between supervised sessions. Students must not have access to this area between the supervised sessions, including electronic files.

Work such as formative assessment and/or work done with sample assessment materials must not be used again as part of the external assessment task submission to NCFE.

Appendices should not be included and will not be marked unless specifically required from the task instructions.

Students are not allowed access to any online cloud storage or email and chat services during the assessment, this should be monitored by the providers.

## Plagiarism

Plagiarism may result in the external assessment task being awarded a U grade.

For further guidance, refer to the student handbook – plagiarism guidance and maladministration and malpractice policy located at the NCFE website.

## Resources

Students must have access to the appropriate resources required to complete the employer set project. These include the following:

- a computer that has been configured according to the guidance for task 1
- technical equipment as required, such as audio recording equipment
- access to the internet (though this should be limited to ensure that access to online cloud storage services and/or online chat clients are not accessible)

- privacy mode should be disabled, and policies applied to prevent deletion of browsing history
- appropriate word processing and spreadsheet software

## Internet access

This project is designed to simulate a real-world task the student may be given in the workplace. Internet access is appropriate for completion of this project as the student would be able to research error messages and potential solutions in a real-world setting. The assignment has been structured to test students' ability to complete real-world tasks and internet access will not compromise this. Internet access is allowed throughout all tasks though the use of online cloud storage or chat services should be restricted to ensure that students do not share materials or access any prior work completed before the assessment.

This list is not exhaustive, and you need to refer to the qualification for subject-specific details.

## Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services

## Assessment and task specific instructions

### Employer set project brief

For each assessment window, there will be 2 versions of the employer set project available for booking; each version is contextualised against the occupational specialisms relevant to the pathway. These 2 briefs will be set by employers in conjunction with NCFE and will be different for each assessment window.

The briefs are designed to ensure a motivating starting point for students and will be based on, for example, a real-world problem.

### Selection of brief

Students are required to discuss and agree with their tutor which of the following occupational-based briefs they would like to take forward for their employer set project:

- Digital Infrastructure and Network Cabling
- Digital Support

The provider must book students onto the appropriate version of the employer set project by the deadline for that specific assessment series as indicated on the Key Dates Schedule which can be found on the relevant qualification page on the NCFE website.

Bookings will be made on the NCFE portal, and guidance can be found in the portal handbook which can be accessed within the system.

## Delivery guidance

### Task 1

- task 1 will take place on a fixed date set by NCFE within the assessment window
- the student will be expected to diagnose and identify a hardware fault based on the scenario information; they will also diagnose and resolve a setting issue
- prior to assessment, the provider should access device manager and change the set-up of the sound adapter to a different device, so as the default device no longer works
- the student should be allowed access to the internet to allow them to research and identify solutions to the problem
- the student is required to submit a troubleshooting document and test plan document

### Task 2

- students must be supervised from the start of the task until all parts of the task are complete
- students are allowed access to the internet if they wish to research anything to help them construct their set of interview questions
- students will be working independently, planning their information-gathering for this project; as part of this, they will need to interview the IT manager:
  - the IT manager interview must be conducted as a recorded role play with the provider supplying someone with appropriate technical knowledge to play the role of the IT manager (it is recommended that one person is provided per 10 students – this is to facilitate interview completion in a timely manner), it is acceptable that the tutor can play this role or someone with appropriate technical understanding; however, their responses must be only informed using the interviewer’s notes
  - the specific interviewer guidance to support providers with the completion of task 2 is detailed at the end of this document – IT manager notes (interviewer’s notes to support task 2)

Task 2 must be delivered to all students in the provider on a specific day within the assessment window. Providers will plan how they are going to administer the task, and this will vary depending on the size of the cohort and staff availability. It may be appropriate to give each individual student different start times which are staggered (with enough time to allow for setting up the audio recording equipment, for example). The following table is not intended to be prescriptive but should serve as a guide of how providers may stagger the start times of students to effectively administer the task.

Task 2: start time	Task 2: interview start time	Task 2: task complete time	Student
9:00am	10:00am	11:10am	A
9:15am	10:15am	11:25am	B
9:30am	10:30am	11:40am	C



9:45am	10:45am	11:55am	D
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- task 2 can begin at different times for students; however, once students have completed their interview, they must go to a controlled, supervised room
- task 2 can be completed over more than day; however, all students must complete task 2 within the first week of the assessment window
- students will have 1 hour to prepare their questions for the interview which will then be carried out 1 hour after the start
- interviews will last no longer than 10 minutes
- once the interview is complete, the student will have the remaining 1 hour to complete the task
- in answering questions, tutors will refer to the IT manager notes (interviewer's notes to support task 2) which are detailed at the end of this document
- where a student asks questions outside the brief, the IT manager will explain they do not have the answer to that question at this time
- the IT manager's notes (interviewer's notes) must not be provided to the student
- the IT manager interviews must be completed in a private space, with the role play submission being captured as an audio file
- the tutor must ensure the interview is recorded in the correct format and will be responsible for uploading the recording for the student
- task 3 must not commence until all students in the provider setting have completed task 2 to prevent them accidentally seeing or receiving information regarding control document A: specification of requirements before it is appropriate; providers must therefore ensure that all interviews have taken place before the fixed scheduled date of task 3
- email templates will be provided for this task; students must not use their own email accounts to construct the 2 emails required as evidence for the task

### Task 3

- task 3 will take place on a fixed date set by NCFE within the assessment window
- providers must ensure that students are given a copy of control document A: specification of requirements at the start of the task – these are included in the Project brief – Task 3 document
- students will be required to submit a detailed project proposal on changes to the network
- it is appropriate that students have internet access to allow them to research and develop a robust solution to the scenario
- each student is allowed up to a maximum of 15 minutes rest break during this task: breaks must be supervised by the provider

### Task 4

- students are allowed access to the internet

- students are allowed access to all previous ESP materials apart from the interview audio recording
- students are required to submit a sample satisfaction survey document and a post-project review document
- each student is allowed up to a maximum of 15 minutes rest break during this task: breaks must be supervised by the provider

## Timings

The timings below have been devised to support student and provider planning:

Task 1 = 2 hours 30 minutes

Task 2 = 2 hours 10 minutes

Task 3 = 4 hours

Task 4 = 3 hours 30 minutes

Total = 12 hours 10 minutes

## Instructions for completing and submitting the external assessment tasks

The external assessment tasks must be completed and uploaded at the end of each session.

Once task 2 has been completed, students' work from task 1 and 2 should be stored securely to prevent information distributed for task 3 being used to amend the first 2 tasks.

Tutors are encouraged to ensure that students follow the filename conventions specified in the external assessment tasks for each individual document, which is Surname\_Initial\_student number\_task number\_evidence reference for example Smith\_J\_123456789\_Task1\_ troubleshooting.pdf Where evidence reference is shown, this should be replaced with the task number for which the work reflects. All files must be saved in .pdf format. These files, per student, should be placed within a single folder before being zipped and submitted.

Students must respond to each task individually and follow the document structure when submitting their evidence as per the evidence requirements section within each task. They must not combine responses for separate tasks.

## IT manager notes (interviewer's notes to support task 2)

Please note this document matches control document A: specification of requirements, in the Project brief – Task 3 document.

### Control document A to be issued at the start of task 3.

The Ethan Foundation is a charity that focuses on recycling and repurposing computer equipment that has been donated by businesses to allow it to be used by school students with special educational needs and physical disabilities. The charity works with a number of schools and has recently reached an agreement with Yorkhampton Academy to provide computer equipment for 23 students.

Due to the nature of the charity, equipment comes from various sources and can vary in specification. It will include a mixture of desktop and laptop equipment.

### Security

Due to the nature of equipment received it is important that all data on existing hard drives is securely erased and the computers are set up from the beginning.

### Yorkhampton requirements

Yorkhampton Academy have asked for the following to be considered when configuring the computers for their students.

All computers should be configured using the same operating system:

- students need to be able to complete and submit coursework and will need productivity software available to do this
- students need to be able to open .pdf documents
- students need to be able to access the internet to complete coursework
- the academy is keen to protect young people and would like access to inappropriate material to be blocked
- the academy would like to be able to monitor the computers remotely to install software and assist students

The academy is willing to invest appropriately in software but are working to a very tight budget so would like to consider low-cost solutions and licencing.

The students will be participating in online teaching sessions and the academy would like you to consider appropriate solutions for an online classroom environment.

### Available computers

The Ethan Foundation has recently taken ownership of a number of computers. You should consider which machines are most appropriate for the scenario and recommend which should be repurposed for the Yorkhampton students.

### Available computers

#### Laptops

12 x **GEOBOOK 110 11** Intel Dual-Core 1.1-2.4GHz, 4GB RAM & 64GB eMMC., 11.6" FHD Display (1920x1080)

9 x **ASUS X705UA** Intel i3 2.2GHz (8130U), 8GB RAM & 1TB HDD, 17.3" HD+ Display (1600x900)

11 x **ASUS VIVOBOK F5** Intel i3 1.2-3.4GHz (1005G1), 8GB RAM & 256GB M.2 SSD, 15.6" FHD Display (1920x1080)

**Desktop computers**

16 x **LENOVO E50-00** Intel Quad-Core 2.41GHz, 4GB RAM & 500GB HDD, DVDRW

5 x **ASUS K30AD PC** Intel i3 3.4GHz (4130), 4GB RAM & 500GB HDD, DVDRW, Wireless Enabled

- The Ethan Foundation are happy to pay for appropriate hardware upgrades as needed to ensure the computers are fit for purpose.

## Document information

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