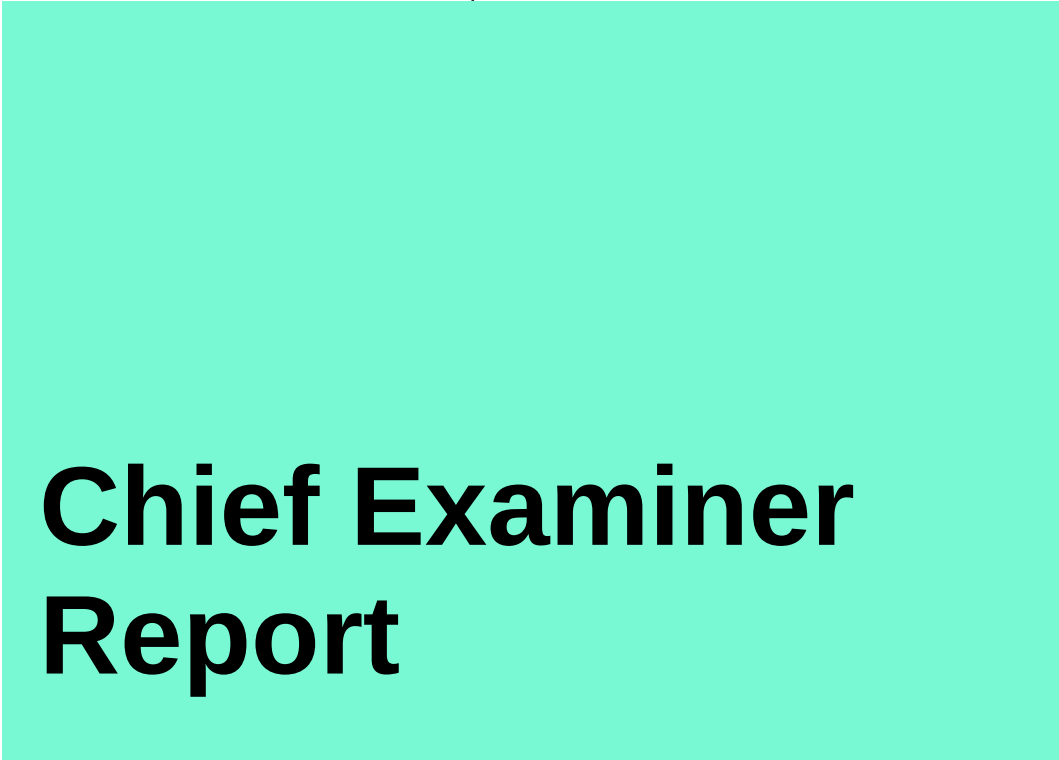




Chief Examiner Report

**T Level Technical Qualification
in Digital Support Services
QN: 603/6901/2**

**Summer 2025 – occupational
specialism (OS) Digital Infrastructure**

Introduction

Summer 2025 – occupational specialism (OS) Digital Infrastructure

Assessment dates: 19 March 2025 to 30 April 2025

Paper numbers: P002708, P002709 and P002710

This report contains information in relation to the externally assessed component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance may be required to support preparation for future opportunities.

Key points:

- grade boundaries
- standard of student work
- evidence creation
- responses to the external assessment tasks
- administering the external assessment

It is important to note that students should not sit this external assessment until they have received the relevant teaching of the qualification in relation to this component.

Grade boundaries

Grade boundaries for the series are:

	Overall
Max	217
Distinction	178
Merit	127
Pass	76

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are scaled and the aggregation of the OS element, please refer to the Qualification Specification.

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. Students may require additional pre-release material to complete the tasks. These must be provided to students in line with our regulations.

Students must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) (QSID) document.

Standard of student work

Overall, students performed exceptionally well on assignments 1 and 3. However, because of the technical understanding, the results for assignment 2 varied. The overall marks awarded for assignment 2 varied, while the marks for assignments 1 and 3 were more consistently given.

Excellent Gantt charts were submitted by numerous students for assignment 1. Near the end of assignment 2, a wide range of questions were asked that the students were unable to respond to.

The majority of providers uploaded adequate proof to support the workbooks they provided; nevertheless, some submissions did not include links to the workbooks, making it challenging to assign points in accordance with the marking scheme.

Evidence creation

For assignment 1 we saw a range of evidence, and we were pleased to see the use of print screens of Gantt charts as this allowed the examiner to validate the marks awarded.

Students submitted multiple print screens to evidence their research and combined these with links to the websites.

Assignment 2 saw a range of images used, particularly in task 2. However, in areas where students need to confirm whether a certain user account does or does not have access, many did not evidence the user account in question. This meant multiple marks were lost.

Responses to the external assessment tasks

Assignment 1

Task 1

Most students submitted excellent Gantt charts, which included the images of the project overview.

On occasion, some students only provided a written overview of the project; this impacted the marks awarded overall. It was typical that students first submitted their Gantt charts, and then threats and countermeasures.

Most students covered a minimum of one countermeasure to each threat identified, some students identified multiple countermeasures which supported a higher band of marking.

There was a range of submission styles for the annotated floor plan. Students who marked higher for this task produced a key to identify their annotations and applied attention to detail for their floor plan. Within task 1 the highest variance of change was for the floor plan, and some students neglected this element of the task which impacted their overall marks.

Task 2

There was a good achievement rate for this task overall, however, ensuring students focus on the scenario, compared to just sharing technical understanding, will lead to higher marks being awarded. Many marks were lost overall where students failed to provide adequate critical thinking when producing evidence of their research.

Task 3

Many students performed well within this task. However, some students lost marks by failing to provide screenshots / print screens of where they gathered their research from, along with written evaluation of sources.

Assignment 1 – overall summary

Overall, students performed very well for assignment 1 and there were high marks seen across all examiners within this window. I recommend the same approach is taken in the next window, with the recommendation that students conduct more critical thinking for task 2 to support higher marks being awarded.

Assignment 2

Task 1

There was a very high success rate for task 1, as many students achieved all marks for this task. Although an array of images was provided by students, some showing a step-by-step process, a minimum of four photos would be sufficient to meet all the mandatory requirements for full marks. This task has low marks awarded; I would recommend providers do not focus excessive time on this task overall.

Task 2

There was a high proportion of missed marks for this task. This was due to the following reasons:

- students not completing all the tasks, and a proportion of the task being left blank
- students not submitting all the evidence required, and over-redacting the evidence; for example, where evidence requires a screenshot, we were presented with a window or application, and we could not validate the evidence submitted
- students not providing the evidence relating to user groups, and potentially assuming they have accessed a certain user's account, but as this cannot be evidenced, many marks were dropped
- some students found the latter elements of this task challenging, this could be either due to running out of time or due to the technical elements required – similarly to the summer 2024 series.

Assignment 2 – overall summary

Overall students performed very well for task 1, however, there was a high range of responses and marks awarded for task 2. It is recommended that students receive more training on time management for the task and more exposure to user groups and access control. It was observed that many students spent excessive time on task 1, which limited their time on the higher and more challenging task 2.

Assignment 3

Task 1

Students approached this task by focusing heavily on GDPR and data protection but neglected to focus on other important elements or risks detailed in the Mark Scheme.

Overall, students achieved good marks on this task. Of the marks dropped, most were due to an insufficient amount of evidence surrounding both physical and technical risks, and their links to data loss, rather than other risks that are available to include.

As seen in assignment 1 task 1, there was an array of floor plans submitted. Many students did not take care and consideration of this task and annotated the floor plan without consideration of their risk management plan.

Task 2

Students generally achieved very highly for this task; they submitted written communication around certain company policies and the higher marked plans included legislations.

Most students highlighted policies well but did not relate them to legislation and laws.

Task 3

Most students achieved relatively low on this task. Marks were generally dropped due to students not covering, or not knowing, the physical measures of disaster recovery and business continuity. Some students did not link this task to the scenario and did not take into account the specifics of the scenario which would support writing the two documents.

To achieve higher marks in this task, students could have focused on demonstrating the difference between disaster recovery and business continuity. Such differences are as follows:

- disaster recovery – monitoring systems and alarms, restoration of back-up, asset inventory / loss identification, communication plan, roles of staff in recovering site, hot, warm, or cold sites, sequence of tasks to prioritise critical information and recommissioning of site
- business continuity - failing over to a remote site, restoring back-ups, patching software, service level agreement (SLA) calls to repair equipment, temporary premises and temporary infrastructure brought on site.

Task 4

Students' achievement for this task varied. Students were still generally high compared to other tasks within the assignments.

Most students submitted over 10 actions which allowed for higher marks to be awarded. Some students did submit less, and this did impact their scores overall. Although generally marked high, marks were dropped due to lacking the explanation of the action, and the importance of this action against the scenario. Many students were too generalised about the action being implemented and did not relate this to the scenario itself, which would mean they have not fully shown their understanding as to why this company need this action to be implemented.

Assignment 3 – overall summary

Assignment 3 saw the highest marks allocated overall, and this was excellent to see. The main recommendation to providers is to focus on task 4 and elaborate on the actions against the scenario.

Most students showed excellent technical understanding, but as the scenario is specific, we would need to evidence the action explanation relating to the scenario – and with this, critical thinking skills to be evidenced.

Students evidently hold the technical knowledge required for this assignment, and I would recommend providers focus training on more physical aspects of business recovery and follow critical thinking of why they have recommended what they have against the tasks.

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