



T Level Technical Qualification in Digital Business Services

Occupational specialism assessment (OSA)

Data Technician

Task 4 - Pass

Guide standard exemplification materials

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Task 4

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Introduction

The material within this document relates to the Data Technician occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In task 4, the student must showcase their results internally from the previous tasks to the corporate manager. Students must produce a recorded presentation that includes visualisations of completed analysis showing trends and patterns. Students must record an accompanying narrative with findings, insights and recommendations, all aligned to the client brief.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Task 4:

Time limit and marks available

Maximum time allowed = 6 hours (you can use this time how you want within each session, but task 4 must be completed within this time limit).

(32 marks)

Instructions for students

Now that you have completed a comprehensive review of data and researched the smart-home market in line with your client's brief, Tony would like you to draw your conclusions and showcase your results in the form of a recorded presentation internally to Jessica, who can then explain it to the client.

The client is keen to understand any key insights you identify, plus any trends or interesting usage patterns that appear within the data. Your recorded presentation will need an accompanying voice recording so you can explain your findings, insights and recommendations.

You should recommend:

- a postcode sector in which the client should locate each of their new shops, with reasoning
- a plan to increase sound system sales
- how they should stock each shop with their security products

Resources

You will have access to the following resources and equipment, plus the original brief:

- your evidence from task 3 (dashboard, log and statistical test) as a reference to support the creation of your dashboard
- task 4 data sets (provided by NCFE) - these are the same data sets as task 3 and have been provided so you have all the information to hand in relation to the business context to help you create the most appropriate presentation
- software applications to open a dashboard (Microsoft or Google)
- word processing software (Microsoft or Google)
- presentation software, including equipment for digital voice recording

Evidence required for submission to NCFE

- a screen presentation with voice recording to include:
 - visualisations of completed analysis showing observed trends and patterns via the use of graphs and charts
 - recorded accompanying narrative with explanations, insights and purpose of visualisations, all aligned to the client brief

Student evidence

Please see the following file for student evidence for task 4:

- task 4 evidence

Examiner commentary

The student has organised their work logically, using a clear structure. They have demonstrated the basic skills expected of an employee in this sector.

The presentation includes references to relevant theory, particularly as it relates to the quality of the data being analysed.

The presentation includes a simple explanation of the way that the data has been analysed and how this relates to the needs of the client.

Simple visualisation and presentation techniques have been used, although these do lack sophistication and the student has explained them, however more detail would give more clarity on their thinking.

Recommendations made by the student are simplistic and could serve as a basis for business decision making but may not be appropriate to context or fully reflect the complexities of the data set and the information that can be derived from this material.

The student has concluded their presentation by explaining how they have ensured the validity and reliability of the data that they have analysed, taking into account relevant legislation, and whilst having explained this to a simplistic level – more detail would have given clearer insights into their decision making process.

Grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications and the threshold competence requirements of the role, and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	The evidence is logical and displays the basic knowledge and skills expected of an employee in this sector in the context of the set brief.
	The student demonstrates theoretical knowledge of the sources, foundations, usage and quality of data that is used for analysis. They are able to carry out routine administrative and analytical tasks using simple datasets.
	The student demonstrates an understanding of data blending techniques and is able to carry out routine data blending tasks.
	The student is able to give a simple explanation of how and why data is analysed by a business. They are able to follow the data process in order to build and test a dataset.
	The student is able to demonstrate understanding of visualisation and communication techniques. They are able to provide evidence of communicating data which is relevant to stated business objectives.
	The student is able to state legal and professional principles that are relevant to the manipulation of data. They are able to carry out routine tasks using data in a way that complies with relevant laws and professional standards.
	The student is able to explain how appropriate sources of information can be selected and evaluated. They are able to search for relevant information and can assess the reliability of the knowledge that they generate.
Distinction	The evidence produced in response to the brief is precise and logical, displaying a secure grasp of the knowledge and skills that would be expected of a new recruit in the industry.
	The student demonstrates a thorough understanding of the sources, foundations, usage and quality of data that is used for analysis. They are able to carry out complex and non-routine administrative and analytical tasks with minimal supervision, using both simple and complex datasets.
	The student demonstrates a secure understanding of a range of data blending techniques and is able to carry out both routine and non-routine data blending tasks competently.
	The student is able to demonstrate a detailed understanding of the reasons why a range of businesses might analyse data. They are able to use their own initiative to follow the data process with minimal supervision in order to build and test a complex dataset in response to a specified business problem.
	The student is able to demonstrate a detailed understanding of a range of visualisation and communication techniques that might be appropriate to a range of organisational needs. They are able to work collaboratively to communicate and visualise data, showing links to business objectives in the materials that they produce.

	<p>The student is able to explain the legal and professional principles that are relevant to a range of different data manipulation tasks. They are able to consistently carry out both routine and non-routine tasks in a way that complies with legal requirements and professional standards.</p>
	<p>The student is able to give a detailed explanation of how to select and evaluate a range of different sources of information for a specific task. They are able to search for data that is appropriate to a given task and can corroborate their findings using appropriate methods to evaluate the suitability of data and making appropriate recommendations for improvements in the collation of data for future tasks.</p>

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		May 2021
v1.1	NCFE rebrand		September 2021