

# Chief examiner's report

**T Level Technical Qualification in  
Digital Business Services (Level 3)  
603/6902/4**

**Summer 2023 – Occupational  
specialism (Data Technician)**

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### Summer 2023 – Occupational specialism (Data Technician)

Assessment Dates: **24 April – 11 May 2023**

Paper number: **P001872, P001873, P001874 and P001875**

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	213
Distinction	153
Merit	113
Pass	74

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 occupational specialist element, please refer to the qualification specification.

#### Standard of student work

Students across the spectrum demonstrated various competencies, indicating the course's multifaceted approach to building skill sets. Distinction-level students demonstrated exemplary proficiencies in sourcing, organising and securely formatting data. Their adherence to ethical guidelines and understanding of data allowed them to seamlessly align with the client's short- and long-term objectives. This was particularly evident in their decision-making and data-driven strategies.

Conversely, while showcasing foundational knowledge, the pass-level students illustrated areas where further refinement and growth are needed. They were efficient in basic tasks like sourcing and organising data. Their commendable efforts in data blending and preliminary exploration were evident, yet there remains a discernible

need for enhancing their skills, especially in data selection, formatting and aligning data insights with broader business strategies.

Considering this is the initial assessment phase for both educational providers and students for the level 3 data technician course, the commitment and dedication displayed by students in project assignments are noteworthy. Various approaches were observed, with some students meticulously attempting every question while others adopted a more selective strategy.

Through our observation, we noticed specific patterns in the way they approached the assessment, which gave us insight into their readiness and areas of confidence. Did any difficulties during the evaluation contribute to specific performance metrics? Additionally, it is essential for educational providers to take note of recurring patterns, such as students skipping questions or crossing out their answers.

Overall, this level 3 data technician course cohort demonstrated an impressive range of abilities and knowledge. However, there is always an opportunity for improvement and development to ensure that students are adequately prepared for the ever-changing demands of the data analytics industry.

## Evidence creation

This section delves into the diverse range of evidence presented within the assignments. Our objective is to offer an informed commentary on the observed spectrum of responses, highlight potential issues encountered, and provide insights into the quality and type of evidence the students submit.

### Range of responses and evidence observed

A commendable variety of evidence was submitted, showcasing the range of skills of the students. Digital recordings were particularly noteworthy, capturing real-time problem-solving and applying learned concepts. Additionally, many documents provided insights into the students' textual and analytical skills, allowing for a deeper understanding of their capabilities. Pro-formas were commonly used, reflecting structured approaches and showcasing students' ability to fit data and findings within standardised formats.

### Issues and challenges encountered

While the range was vast, specific issues were observed. Some digital recordings needed higher audio or visual quality, making it challenging to evaluate the student's competency accurately. A few Word documents required more consistent formatting or, in some instances, needed critical metadata, which could provide essential context. With pro-formas, while most were correctly filled, a few needed more comprehensive data or showcased a misinterpretation of the given format.

### Types, quality, and range of evidence

The quality of evidence, overall, was satisfactory. Digital recordings, when apparent, offered an unfiltered view of the student's practical skillset. Word documents, for the most part, were well-structured and showcased depth in content. Pro-formas stood out for their concise presentation of information, ensuring that essential data points were noticed and addressed in sufficient detail.

Nevertheless, a suggestion for improvement would be to provide more explicit guidelines on the acceptable quality of digital recordings. Additionally, reinforcing the importance of document formatting and metadata can enhance the evaluation process. For pro-formas, offering exemplars or sample-filled forms might guide students to ensure completeness and accuracy in their submissions.

## Conclusion

In overview, the diverse range of evidence provided a comprehensive picture of students' proficiencies and areas for growth. While there is a commendable depth in many submissions, refining the guidelines and expectations can aid students in presenting their best work, and facilitating a smoother and more precise assessment process.

## Responses to the external assessment tasks

### Assignment 1: cohort's overall performance

For assignment 1, the level 3 data technician cohort displayed varied proficiency levels across the various stages of data analysis, with clear distinctions between pass-level and distinction-level performances.

Students at the pass level demonstrated a foundational grasp. They managed to identify and retrieve data from relevant sources, ensuring essential data integrity. While they made commendable efforts to recognise elementary data trends, their general insights paved the way for future nuanced interpretations. Their understanding of the relationship between data and business outcomes was nascent, and their straightforward reports leaned towards simplicity, focusing on clarity over depth.

On the contrary, distinction-level students exhibited an in-depth understanding and application of skills. They showcased advanced capabilities in data source identification, extraction and validation. Their analytical prowess stood out, with an ability to draw intricate data patterns and deep insights beneficial for strategic decision-making. Beyond analysis, their commitment to compliance and ethical standards in data management was evident, ensuring exhaustive knowledge and application of data protection norms. Their reports were comprehensive and crafted to make complex data analyses digestible for various stakeholders, reflecting a true mastery of the field.

### Assignment 2: cohort's overall performance

The data technician role focuses on the UK electric vehicle industry; distinction and pass-level students exhibit competencies in sourcing, organising, and securely formatting data for analysis, albeit at varying levels. Pass-level students display a foundational capability in tasks such as data sourcing, blending and analysis. They satisfactorily source and select data on vehicle technology and consumer perceptions, manage data blending with some inaccuracies, and try to align their work with the client's business objectives. However, they would benefit from refining their data selection and analysis to fit client needs and industry intricacies.

Distinction-level students stand out with their advanced expertise across all areas. Their data sourcing is meticulously tailored to client objectives, capturing an exhaustive market view. They demonstrate better skills in data blending, ensuring a coherent and insightful representation of the industry. Moreover, their analysis offers profound, actionable insights, and their data formatting and cleansing work emphasises impeccable data integrity. Their holistic approach to understanding and addressing client objectives, both short and long-term, marks them as invaluable assets in strategic decision-making processes.

In summation, while pass-level students provide a satisfactory baseline of skills with areas ripe for enhancement, distinction-level students consistently exhibit a premium level of prowess, setting the gold standard for data technicians in the industry.

### Assignment 3: cohort's overall performance

A pass-level student has demonstrated a foundational grasp of PO3, PO4 and PO6 concerning the client's interest in electric vehicle industry data. For PO3, which emphasises the analysis of structured and unstructured data, the student accumulated pertinent demographic data from several sources related to this industry. Regarding PO4, which requires interpreting and communicating data results fittingly, the student expressed findings, opting for basic report formats. This approach, while comprehensible, only partially meets the expectations of a detailed and

impactful presentation for varied audiences. Lastly, for PO6, the student took preliminary measures to identify and appraise data sources, but it requires more exhaustive documentation and evidence of reliability.

Conversely, the distinction-level student has shown exemplary proficiency in the same criteria. Within PO3, they adeptly merged assorted datasets, extracting significant trends from the electric vehicle demographic data. This allowed them to identify intricate correlations, like the link between household vehicle count and income, proving indispensable for the client's strategic deliberations. For PO4, they adeptly interpreted data with a thorough understanding of the audience and presented findings in an easily digestible dashboard format. Their refined and articulate communication clarifies complex demographic shifts, ensuring maximum clarity for all readers. Finally, in PO6, the distinction-level student exemplified thoroughness, meticulously documenting their rigorous research process. They showcased a deep understanding of data source reliability, guaranteeing their precise and trustworthy analysis.

#### **Assignment 4: cohort's overall performance**

At a distinction level, the student displays a remarkable understanding of evaluating diverse data sources relevant to the electric vehicle (EV) industry, ensuring a comprehensive alignment with business goals. Their research methodology is not only exhaustive, pulling from an array of sources like industry studies and consumer trends but is also discerning in its critical assessment of each source's reliability. Their flair for data visualisation further elevates their work, utilising well-crafted charts and tables to distil complex information into accessible insights for diverse audiences. Marrying a profound understanding of the business context with adept navigation of the multifaceted EV landscape, the distinction-level student provides recommendations grounded in rigorous dataset evaluations, enhancing the credibility of their conclusions.

On the other hand, a pass-level student demonstrates a foundational grasp of the EV industry's data sources and the ability to align findings with the business scenario. While they manage to tap into various data sources, there may be a lack of depth in critical assessment, overlooking some of the broader implications of the data. Their use of visual aids, though present, might be more straightforward and less refined, making their presentations less impactful for varied audiences. While adequate, their understanding of the business scenario may need more profound insight at the distinction level. Though competent, the pass-level student's dataset identification and evaluation approach may benefit from more meticulous and in-depth scrutiny.

#### **Administering the external assessment**

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#). 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).