

Employer set project student pack

T Level Technical Qualification in Digital Business Services (Data Technician)

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Introduction

If you are a student studying the T Level in Digital Business Services (Data Technician) and preparing for the employer set project (ESP), this support pack is for you.

We know that the ESP can seem daunting and there are so many points to consider and skills to develop, but we are here to help. This support pack contains guides and activities to help with your ESP preparation. These activities are designed to supplement your classes and to support your independent learning. The supporting activities range from English writing, reflection, defining key terms, guidance on how to apply the core skills and more.

We do not recommend working through the supporting activities all at once; it can be a lot to digest. The first section is a self-assessment, this is a good place to start to identify areas where you would benefit from more support. Start with these key areas and then work through the others step by step.

Self-assessment

In each of the areas below, give yourself a RAG rating (red – R, amber – A or green – G). Rate yourself ‘red’ if you are not confident in this area, ‘amber’ if you have some confidence and ‘green’ if you are very confident. Once you have completed a section of this pack, come back and rate yourself again, explaining why you have given yourself that rating. If you are still on red or amber, what are your next steps (or actions) to turn this to a green?

Area	Rating before		Rating after		Next steps
	RAG	Why?	RAG	Why?	
Key terminology					
Core skills					
English and maths (E&M) skills in your employer set project (ESP)					
The importance of evaluation skills in your ESP					
The importance of justification skills in your ESP					
Sourcing, organising and formatting data					

Area	Rating before		Rating after		Next steps
	RAG	Why?	RAG	Why?	
Blending data					
Interpreting data and communicating the results					
Top tips: preparing for an interview					
Communicating with stakeholders					
Creating a project proposal					
Costing a project					
Identifying security concerns within a project					
Proposing solutions to meet business needs					

Key terminology

Here are some of the key terms from the T Level Technical Qualification in Digital Business Services specification. Once you have covered these areas, or for revision, summarise the key terms in the space provided. There is space at the end for you to add any other terminology you feel would be useful.

Term	Summary
Route core element 1: Business context	
Change management	
Code of conduct	
Digitalisation	
End user needs	
Measurable value of digital services	
PESTLE (Political, Economic, Social, Technology, Legal and Environmental)	
Stakeholders	
Types of hackers	

Term	Summary
Route core element 2: Culture	
Autonomous operation	
Dehumanisation of service	
Ethical and moral impact	
Inappropriate use	
Mitigation techniques	

Term	Summary
Route core element 3: Data	
Access control methods	
Applications of data	
Characteristics of data	
Data access management	
Data flow diagram (DFD)	

Term	Summary
Route core element 3: Data	
Data modelling	
Directory-based structure	
Entity relationship diagram (ERD)	
File-based structure	
Information systems	
Methods of storing data	
Visualising data	

Term	Summary
Route core element 4: Digital analysis	
Characteristics of algorithms	
Computational thinking	
Decomposition diagram	

Term	Summary
Route core element 4: Digital analysis	
Flowchart	
Pseudo code	

Term	Summary
Route core element 5: Digital environments	
Components of physical computing systems	
Cloud services	
Function of internet of things (IoT)	
Hypervisor	
Local area network (LAN)	
Methods to create resilience	
Metropolitan area network (MAN)	
Network referencing models	

Term	Summary
Route core element 5: Digital environments	
Personal area network (PAN)	
Protocols	
Virtual private network (VPN)	
Virtual machine (VM)	
Wide area network (WAN)	

Term	Summary
Route core element 6: Diversity and inclusion	
Demographic imbalance	
Digital inclusion	
Diversity	
Equality Act 2010	

Term	Summary
Route core element 7: Learning	
Bias	
Boud, Keogh and Walker's model	
Design thinking	
Emerging technology	
Gibbs' reflective cycle	
Kolb's experiential learning cycle	
Professional development	
Reliability	
Sources of knowledge	
Validity	

Term	Summary
Route core element 8: Legislation	
Computer Misuse Act 1990	
Copyright, Designs and Patents Act 1988	
Data Protection Act 2018	
Controlling the Assault of Non-Solicited Pornography And Marketing (CAN-SPAM) Act 2003 – USA	
Digital Economy Act 2017	
Electronic Communications Privacy Act (ECPA) 1986 – USA	
European Convention on Human Rights (ECHR)	
Freedom of Information Act 2000	
General Data Protection Regulation (GDPR)	
Health and Safety at Work etc Act 1974	
Human Rights Act 1998	

Term	Summary
Route core element 8: Legislation	
Industry standards	
Non-compliance	
Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018	
Waste Electrical and Electronic Equipment (WEEE) Directive 2012	

Term	Summary
Route core element 9: Planning	
Cost-benefit analysis	
Ineffective project planning	
Project lifecycle	
Project planning techniques	
Project scope	

Term	Summary
Route core element 10: Security	
Commercially sensitive information	
Confidentiality, integrity and availability (CIA)	
Identification, authentication, authorisation and accountability (IAAA)	
Internet security assurance	
Non-technical threats	
Risk mitigation controls	
Technical threats	

Term	Summary
Route core element 11: Testing	
Purpose of testing	
Root cause analysis	
Testing methods	

Term	Summary
Route core element 12: Tools	
Agile methodology	
Communication tools	
Evaluation tools	
Gantt charts	
Power interest matrix	
Presentation tools	
Rapid application development (RAD)	
Spiral methodology	
Waterfall methodology	

Term	Summary	RC No:
Add any additional terms here along with the route core element number it relates to.		

Term	Summary	RC No:
Add any additional terms here along with the route core element number it relates to.		

Core skills

The employer set project (ESP) brief requires that students apply and contextualise core knowledge through the demonstration of the 6 core skills, and these are demonstrated through the completion of the tasks. These core skills include:

Core skill 1	Working with stakeholders to clarify and consider options to meet requirements
Core skill 2	Research and investigate relevant sources and data to meet requirements
Core skill 3	Apply a valid approach to solving data problems, identifying and resolving issues whilst recording progress and solutions to meet requirements
Core skill 4	Ensure that actions identify and mitigate risk to security
Core skill 5	Communicate information clearly to technical and non-technical stakeholders
Core skill 6	Reflect and evaluate their own performance and understand the need for continuous learning and development

Key core skills terminology

Core skill	Describe this skill in your own words, and how you could demonstrate it
Communicate information clearly to a technical audience	
Communicate information clearly to a non-technical audience	

Core skill	Describe this skill in your own words, and how you could demonstrate it
Relevant sources and data meet requirements	
Apply a valid approach to solving data problems	
Identify and mitigate risk to security	
Record progress and solutions	
Reflect and evaluate your own performance	

Employer set project (ESP)

Regardless of the task or activity it is important that you read the project brief carefully before starting any work, so that you get a clear understanding of what is required. You must work independently and make your own decisions as to how to approach the tasks.

The employer set project (ESP) will assess your knowledge, understanding and skills from across the full core content of the qualification. The maximum time you will have to complete all the tasks is 15 hours.

The total ESP consists of the following tasks:

Pre-release task
Task 1: Project management
Task 2a: Proposal
Task 2b: Data handling
Task 3: Presentation
Task 4: Reflective evaluation

Prior to starting the assessment, you will be issued with a pre-release task. This will allow you to familiarise yourself with the sector focus of the main brief. This is not directly assessed, but it will allow you to use your findings to assist your completion of the assessed tasks.

You are therefore encouraged to read all instructions and guidance carefully and complete the pre-release task to the best of your ability.

Note: There is no restriction on time for completion, however, all pre-release research must be completed and submitted to your tutor no later than 1 week before the start of the ESP assessed tasks

You will be provided with a brief or scenario, such as the one below, that will provide the setting for the ESP. You should read this and identify any key information (see examples highlighted in yellow below) that might help you with your answer.

Scenario

You are employed as a digital data technician and have been asked to work with an independent retailer of luxury sunglasses and holiday accessories who are based in the UK, but also have an online presence. Internal data shows there has been a drop in high street sales which could be linked to a wider economic decline.

You have been asked by your line manager to complete some initial research to help you prepare for the main project. You will be able to use your findings to inform your approach to the main project and support the business to achieve their key aims and objectives. You should then undertake research that explores the following:

- e-commerce and the economy
- the value of digitalisation within the retail sector
- the business environment and customer satisfaction
- factors that can drive change
- security and legislation for collecting, storing and analysing data

For this activity you will be allowed internet access. All research notes must be contained within 4 pages (excluding references). To ensure fairness and consistency, the font used for your notes should be black, Arial size 12pt and within standard border sizes unless otherwise specified. You must clearly reference all sources used to support your own ideas and opinions. References do not count towards your 4 pages of research notes.

Additionally, you will also see a brief that outlines the role and the requirements throughout the ESP. You should read this carefully to identify any key information that might help with your answer.

Looking through this scenario, can you identify:

Organisation and services	Operation	Intention
This could be the sector and the products and services it currently offers and where it wants to expand to.	This should consider the current marketplace and how it offers this (for example, a website)	Is the main focus expansion to the business or changes in how it operates?

To prepare for your assessment, consider how a business might expand and the influences that it would need to consider. Here are a few examples to think about.

Online shops vs physical shops	
---------------------------------------	--

Ways a business might expand its services	
Change in target audience	
Implementation of an AI chatbot	

Employer set project (ESP) overview

When you start your ESP you will first read the project brief. It is important that you read this carefully before starting any work and identify any key information (see examples highlighted in yellow below) as this will help you to identify the tasks you will be completing throughout the whole project.

Brief

You are a **digital data technician**, working for a **data consultancy firm**, that offers advice and guidance to businesses on **how data analytics can be used to inform change**.

Your client, **Shades**, is a leading **retailer of luxury sunglasses in the UK**. Established in **1994**, **Shades now employs 100 full time members of staff and 95 part time**. As a retailer their aim is to offer a wide choice of products, as well as expert and impartial advice on choosing them. They serve their customers **via a website and through 3 retail stores** situated in London, Leeds and Newcastle. Shades have a stock control warehouse situated in Newcastle which ships products to each store and direct to customers who order online.

Their goals for the coming year include **attracting new customers, prompting customers to make additional purchases and enhancing the value of their brand**. Their primary goal is to increase sales through both **customer engagement and retention**.

Shades keeps a **range of internal data which they use to monitor sales performance**. This includes:

- **sales figures – for in-store and online**
- **customer data – personal data linked to a loyalty scheme**
- **a sample of audience survey results (they have yet to decide if this will be rolled out to all customers)**

Shades has also **recently undertaken a customer survey** which has created some **raw data that is yet to be processed**.

The directors have reviewed the data and noted that in **March 2020 the monthly retail in-store sales fell sharply by 5.1% whilst online sales reached a record high of 22.3% based on the previous 12 months sales**.

They have heard **the term data analytics but are not sure what this is** or if it could help the business.

The directors would like you to **show them how they could use their own data, along with data from external sources, to support them to achieve their business goals**.

You have been asked to consider how Shades could use data analytics to increase customer engagement and retention. You should also consider how this could inform the next spring marketing campaign, which is due for release in March next year.

Task 1: project considerations and risks

For each task you will see an additional scenario that outlines the requirements for each individual task. As before, you should read this carefully and pick out key information (see examples highlighted in yellow below) that might help with your answer.

Task scenario

Your line manager has held an initial planning session with the Shades team and has emailed you the output from this meeting. As a result of the initial planning session, the team have collectively identified the considerations of the project that they would like to see considered. The attached image from the email is shown below:

Your line manager would like you to assess the project considerations and potential risks, as detailed in the image above, alongside the detail provided in the brief, and provide your input to the project. You should create a flowchart (project management tool) for what you consider to be the most effective way of structuring the project, and then update your manager by providing an email response which justifies your decisions.

Flowchart

For this particular task, you should use the information provided to create a flow chart that structures the order of the project considerations.

Note: In future assessments you may be required to produce an alternative project management tool so make sure you are familiar with all tools identified in the specifications such as:

- Gantt chart.
- stakeholder power interest matrix
- budget sheets

It is important that the flowchart addresses any risks that are identified and how they may relate to other parts of the project (and project dependencies) and the company aims. It is important that the correct use of shapes is used, such as key decisions placed in a diamond. You could also consider using colour to help make information easier to identify, although this isn't necessarily required. If you do decide to do this, make sure you include a key as the example below:

Key

The following design/colour choices have been applied to this flowchart

-  Process start
-  Decision
-  Process end

Task skill	How confident are you with this? What tools can you use and how would you use them? Include an example for each one.
Create a flowchart	
Create a Gantt chart	

Task skill	How confident are you with this? What tools can you use and how would you use them? Include an example for each one.
Create a stakeholder power interest matrix	
Create a budget sheet	

Email task

For the sample assessment you are required to produce an email to you line manager. The email is just a tool to capture your thoughts and justifications. In later assessments this could be a report. You should identify:

- who the audience is
- if it is a technical or non-technical audience

Clearly explain how, and why, you have completed the project management tool task in the way you have.

The email to your line manager should focus on including justification for your decisions presented within the flowchart. This is your chance to explain why you have created the flowchart as you have.

You should clearly explain any project dependencies you have identified and the risks these could have on the project.

The 2 key elements to include in the email are:

- that you make judgments when project planning that are excellent and supported with highly detailed and highly relevant links to the scenario of the brief – this should be supported by a sustained application of highly relevant technical terminology
- that you demonstrate an excellent understanding of potential risks and issues that are supported with highly detailed and relevant links to the scenario in relation to the brief

The email should include:

- a suitable greeting and introduction
- good and effective use of paragraphs to break up the information

- correct spelling, punctuation and grammar

Tip: Notice that the requirement highlights that it is ‘in relation to the brief’, where possible, make sure that the brief is referenced and used as a basis for all your findings

Below is a summary of some considerations for both technical and non-technical audiences:

Technical audience	Non-technical audience
<p>More informal style usually (for example, if writing to your line manager)</p> <p>More direct language</p> <p>Makes use of technical terms/acronyms</p>	<p>More formal style usually (for example, if writing to an organisation's CEO)</p> <p>More straightforward language</p> <p>Describes concepts/suitably contextualised with technical jargon avoided</p>
<p>Introduction example:</p> <p>Hi Jordan,</p> <p>I have looked at the project consideration and produced a flowchart that shows any project dependencies and risks. Here is a breakdown of my findings...</p>	<p>Introduction example:</p> <p>Dear Mrs. Rossi,</p> <p>I hope this email finds you well. Following some internal meetings, we have looked at the problem you are facing and have now found the following solution.</p>
<p>Use of language and terminology:</p> <p>As the audience are technical you should use the correct terminology to clearly communicate. This should be clear and demonstrate to the reader your understanding of the topic.</p>	<p>Use of language and terminology:</p> <p>As the audience is non-technical you should avoid using technical terms and abbreviations. Instead, you should focus on more basic terminology, clearly explaining information in a simplistic, yet professional manner.</p>

Task skill	How confident do you feel with this? Where have you evidenced this previously?
<p>Clearly communicate and justify your decisions to a technical audience (informal)</p>	

Task skill	How confident do you feel with this? Where have you evidenced this previously?
Make judgments when project planning	
Use highly relevant technical terminology	

Task 2(a): documentation (sourcing and using data)

As with task 1, there will be an additional scenario that outlines the requirements for this task. As before, you should read this carefully and identify key information (see examples highlighted in yellow below) that might help with your answer.

Task scenario

You have been invited to attend an internal, **kick-off meeting** with the team that are working on the Shades project.

Your line manager has asked you to **prepare a document for the specific meeting agenda item – sourcing and using data to support the key aims of Shades.**

The document should **explain the type of data you would require, where you could source it, what you would do with it and why you think that those actions would be beneficial in meeting the needs of Shades.**

Note: For this task you are **not** expected to carry out any research as you are proposing what you consider to be the most appropriate next steps

The focus of this task is to identify:

- the type and source of data you would seek to obtain – this could be elements like internal data such as sales, marketing or customer data; or external data such as competitors, or data relating to the sector, or market research
- what you would do with the data – consider why you would use the data you have suggested (for example, sales data could be used to identify trends and patterns, or it could also be used for stock management)

- justification of why your approach is suitable to meet the aims of the company – for this, make sure you are linking your answers back to the scenario (for example, you could suggest employee data but why? How would you link this back to the company aims?)

Task skill	How confident are you with this? How can you demonstrate this?
Identify a range of internal and external data	Internal data External data
Explain the purpose of internal and external datasets and how these may be used by a business	
Identify data relevant to a provided scenario	

Task 2(b): cleansing data

As with the other tasks, there will be an additional scenario that outlines the requirements for this task. As before, you should read this carefully and identify any key information (see examples highlighted in yellow below) that might help with your answer.

<p><u>Task scenario</u></p> <p>Your line manager has now provided you with a selection of valid, reliable data sets and a copy of Shades sample raw data from a pilot audience survey which requires cleansing.</p> <p>You have been asked to complete 3 separate actions. Firstly, your line manager requires you cleanse the Shades sample export data and then use it to create an Entity Relationship Diagram (ERD).</p>

Secondly, you should review and analyse the remaining 3 data sets in order to transform them into meaningful output, by integrating different elements of the data sets, that is useful to meet the aims of Shades.

Lastly, your line manager would like a technical update on the steps that you have taken and your rationale for how you have processed the data.

Your line manager has also reminded you that the aims of Shades are:

- to increase sales through both customer engagement and retention (primary aim)
- attract new customers
- prompt customers to make additional purchases
- enhance the value of their brand

For this task there are 3 clear actions:

1. cleanse the raw data and then create an ERD
2. analyse the other 3 data sets in order to create a new data set that integrates what you feel are the most effective ways to support the needs of the business
3. create a brief informal email to your line manager

Action 1

The dataset you are provided with will contain numerous errors. You might find things like email addresses that are wrong, or in the wrong place. You might find missing entries, inconsistencies, and anomalies. You should spend time thoroughly checking the datasets and resolving any issues you encounter.

Once you have cleansed the dataset you will be required to **model the data**. In the sample assessment an ERD is used for this. In later assessments a different modelling technique may be used so make sure you are familiar with all the different ones in the specifications.

The ERD will be looking for things like use of a primary and foreign key, relationships between the tables and the attributes used within the tables.

The task is assessing an excellent understating of:

- how to process and cleanse data that is comprehensive and highly accurate
- modelling tools that is comprehensive and highly accurate

Task skill	How confident are you with this? Provide examples below where you have demonstrated it.
Cleanse data: <ul style="list-style-type: none"> • anomalies • inconsistency • missing data 	
Use a range of data modelling tools	

Action 2

The second action requires you to analyse several datasets, identifying the most relevant data based on a scenario, and create a new dataset using this information. You should consider:

- the aims of the business
- trends and patterns
- meaningful output

Other considerations might include combining internal and external data so that the company income or outgoings can be compared to a national average, using the most appropriate data types (for example, numeric for stock numbers and currency for income) or data that relates to something specific (for example shopping, spending or a demographic).

This task is checking your understanding of:

- how to process data to create new data sets that include a wide range of variables/queries/formats (where appropriate) that is comprehensive and highly detailed
- how to process data into a meaningful output by integrating different elements of the data sets that is highly relevant for the needs of the client, **in relation to the scenario of the brief**

Task skill	How confident are you with this? Provide examples below where you have demonstrated it.
Identify relevant data from numerous datasets to meet requirements	
Identify data that is specific to a habit or demographic	
Identify trends and patterns in a dataset	
Create a new relevant output from multiple datasets	

Action 3

For this task you will create an informal email (remember in task 1 where you previously created an email). The purpose of this email is for you to explain and justify what you have done with the datasets, explaining what you think is meaningful data and why. Have you identified any trends or patterns?

It could be that there is no definitive answer and there are multiple correct options, what you see as important someone else might not, so you need to clearly explain what you have done and why.

The task wants you to:

- demonstrate an excellent understanding of analysing and processing the data sets in order to create meaningful output that is comprehensive and highly detailed, supported with sustained application of highly relevant technical terminology
- make judgments for how the different data has been selected and integrated into a new data set that is excellent, highly detailed and highly relevant to the scenario of the brief

Task skill	How confident are you with this? Where have you evidenced this previously?
Clearly communicate and justify your decisions to both a technical and a non-technical audience.	

Task 3: digital slides

As with all other tasks, start by reading the scenario and highlighting key information (see examples highlighted in yellow below).

Task scenario

Your line manager has decided that your approach to processing data was effective and would like you to communicate your ideas to the director of Shades (non-technical audience) in digital slides. Additionally, the director would like to be made aware of the potential impacts on their business and any potential risks if they move forward with the adoption of data analytics. Your line manager has asked you to submit your slides for review to ensure that all areas have been addressed.

As with the emails you will be asked to produce digital slides, or a report, for either a technical or a non-technical audience (remember task 1 where this was broken down). You will be given some guidance on what is needed to be included within the slides such as:

- explain and evaluate the role of data analytics in relation to the business needs
- contextualise the points made with a visualisation of the data
- explain the impact on both internal and external stakeholders
- explain any potential risks and possible mitigations (confidentiality, integrity and availability of information are key to this)

Tips

- use a clear structure
- include an introduction slide
- organise the slides
- do not include too much text
- use a consistent style
- use a non-technical language (for this particular audience type)
- use a formal tone (remember the email task guidance)
- use a range of suitable visualisation types (for example, graphs, charts, heat maps)

Task skill	How confident are you with this? Where have you evidenced this previously?
Create digital slides for a technical audience	
Create digital slides for a non-technical audience	
Use an appropriate range of visualisation types within your slides	

Task skill	How confident are you with this? Where have you evidenced this previously?
Present your slides to an audience	

Task 4: evaluation

As with the other tasks, read the scenario first for key information (see examples highlighted in yellow below).

<p><u>Task scenario</u></p> <p><i>Business priorities for your company have now changed and you will soon be moving onto a new project. Before this happens, your line manager (technical audience) wants you to prepare for a post project review meeting and has asked you to complete a reflective evaluation. You have been provided with an internal document which should be used to complete the task.</i></p>
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This task is looking for you to use an appropriate reflective technique to evaluate your own performance throughout the project.

An appropriate reflective technique applied could be Boud, Keogh and Walker's 3 stage model of experience, process and outcomes. There are other models in the specifications, and you should be familiar with them all.

Task skill	How confident are you with this? Where have you evidenced this previously?
Use of reflective technique Kolb's experiential learning cycle	

Task skill	How confident are you with this? Where have you evidenced this previously?
Use of reflective technique Gibbs' reflective cycle	
Use of reflective technique Boud, Keogh and Walker's model	

The importance of evaluation in your employer set project (ESP)

Now we will look at evaluation and reflection within your employer set project (ESP) as both of these are important for completion of the tasks.

Evaluations in your employer set project (ESP)

Evaluation is an important element of the ESP in the T Level qualification. Below are some areas where evaluations are a key component of success.

Evaluation is a key component of both the project plan task and post project review task.

In task 4 you need to be able to:

- evaluate how well your proposed solution has met the needs of the brief
- evaluate your application of methods used
- evaluate the effectiveness of the tools and techniques used throughout the project
- discuss your understanding of the need for further learning and development

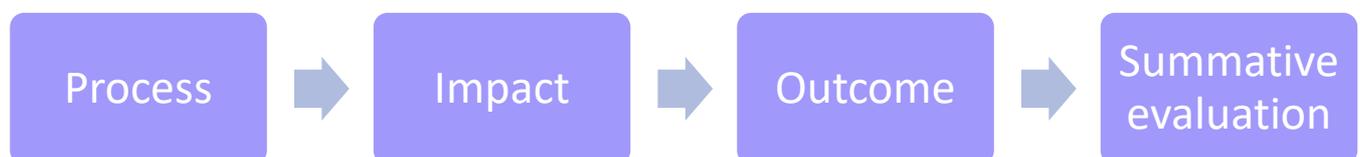
This section covers a range of evaluation examples, use the most appropriate format based on the questions being asked/work being evaluated.

‘Evaluation is the collection of analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have.’

ELLINGTON, H. PERCIVAL, F. RACE, P. (1993): Handbook of Educational Technology. London: Kogan Page

What is evaluation?

The main types of evaluation are:



Assessing resources found

Consider the following:

Currency

- the timeliness of the information

Relevance

- the importance of the information for your needs

Authority

- the source of the information

Accuracy

- the reliability, truthfulness and correctness of the information

How to evaluate your own work and others: who, what, where, why and how?

How to evaluate your own work

Where did you gather your research?

What was your topic?

What did the research tell you?

Who have you cited within your work?

Why was it successful/unsuccessful?

How has this informed your work and conclusions?

How can you implement this?

How to evaluate work of others/sources

Where have you gathered your findings?

What facts/information have you found?

How did you cite the information?

What was the impact?

What is the key takeaway from the source?

How will it inform/conclude your work?

Why was it successful/unsuccessful?

What would you change/adapt, and why?

The importance of justification in your employer set project (ESP)

Justification in your employer set project (ESP)

Justification is an important component of the employer set project (ESP) in the T Level qualification and as such is required throughout each task as follows:

- Task 1 – justification for the order of project considerations
- Task 2(a) – justification of why your approach is suitable to meet the aims of the business
- Task 2(b) – justification of the choice of data types and formats you have used in the new data set

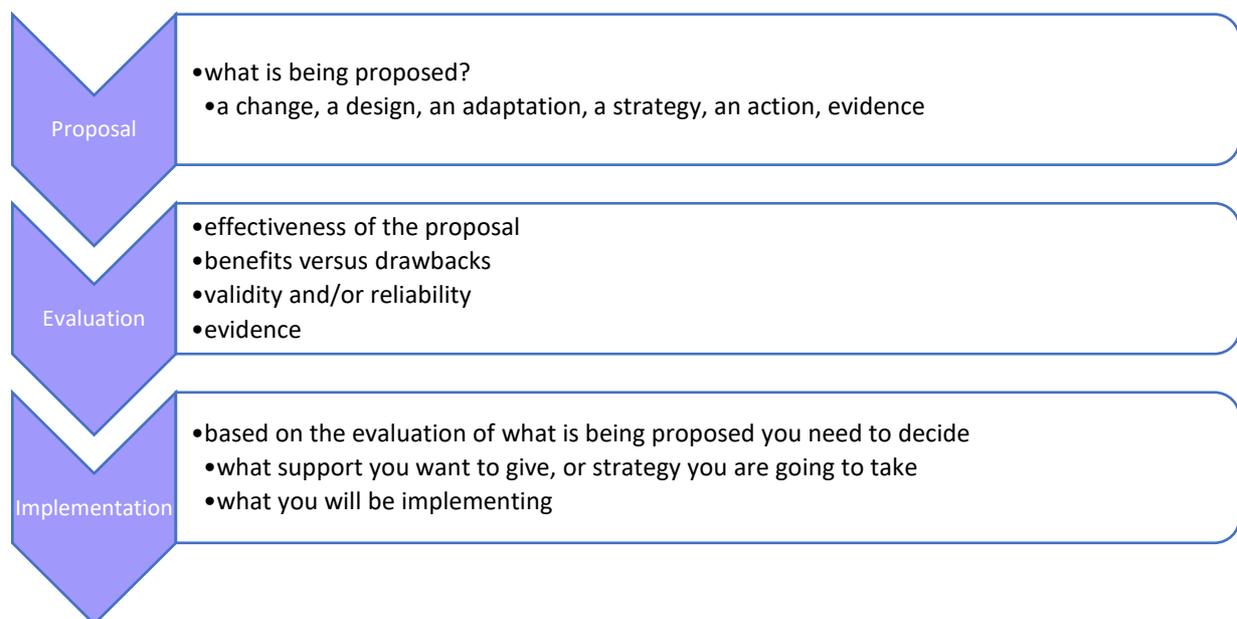
What is justification?

Justification is an important part of your assessment; however, it is also an important part of your professional life. You need to be able to say why you complete each action and your reasoning behind each action, which will then give you the justification of any proposed outcomes.

Justifications are an extension of evaluation. When you evaluate, you weigh up the good and bad, justification is evidencing *why* something is good or bad.

Justification is also about using evidence to defend what your next actions are, or sound reasoning behind why you are implementing a change.

Justification flow chart



Notes

