



T Level Technical Qualification in Digital Business Services

Employer set Project (ESP)

Core skills

Digital Business

Mark scheme

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Contents

Marking guidelines	3
Task 1	4
Task 2 (a)	8
Task 2 (b)	10
Task 3	17
Task 4	23
Document information	27

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last:

The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.

Reward students positively giving credit for what they have shown, rather than what they might have omitted.

Utilise the whole mark range and always award full marks when the response merits them.

Be prepared to award 0 marks if the student's response has no creditworthy material.

Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better, or worse.

To support your judgement, the indicative content is structured in such a way that mirrors the order of the different points within the band descriptors. This will allow you to use the 2 in conjunction with each other by providing examples of the types of things to look for in the response, for each descriptor. In other words, the indicative content provides you with a starting point of possible examples and the bands express the range of options available to you in terms of the quality of the response. You should apply the standards that have been set at the relevant standardisation event in a consistent manner. You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either that students must cover all of the indicative content to be awarded full marks.

Task 1

(18 marks)

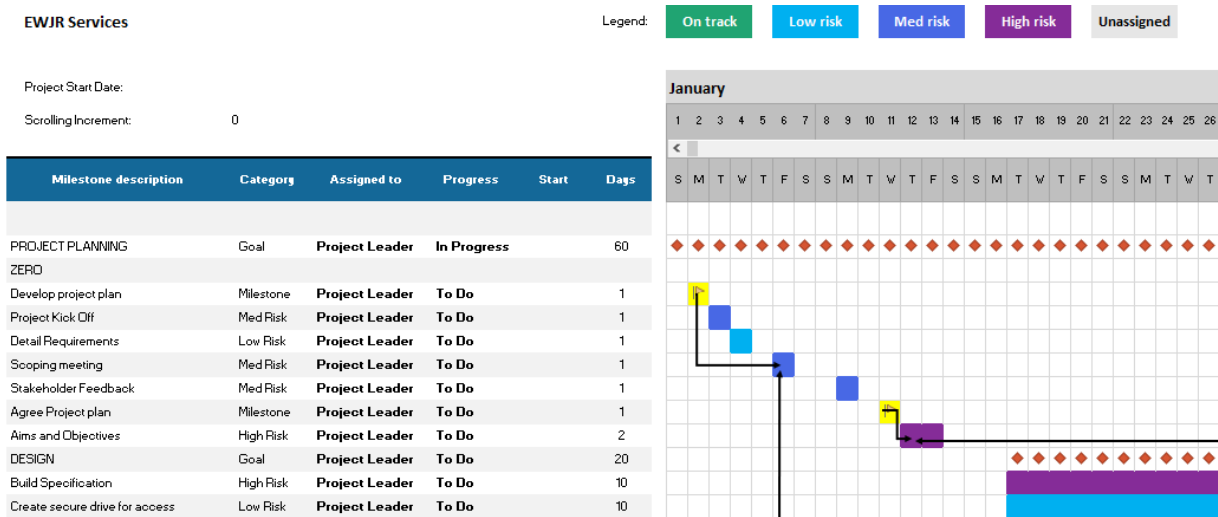
This includes 2 marks for English skills, which have a separate mark scheme.

Project management tool: Gantt chart

Band	Mark	Descriptor
4	7–8	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates an excellent application of project management tools that is comprehensive and highly detailedhas an excellent design with a highly logical structure and communicates aspects of a project lifecycle in a comprehensive and highly detailed way
3	5–6	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates a good application of project management tools that is clear and mostly detailedhas a good design with a mostly logical structure and communicates aspects of a project lifecycle in a mostly detailed way
2	3–4	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates a reasonable application of project management tools that has some detail, though this may be underdevelopedhas a reasonable design with some logical structure and communicates aspects of a project lifecycle with some detail, though this may be underdeveloped
1	1–2	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates a limited application of project management tools that is mostly unclear and has minimal detailhas a limited design with an unclear structure and communicates aspects of a project lifecycle in an unclear way that are mostly irrelevant
0	0	No creditable evidence.

Indicative content

Below is an example of a Gantt chart that would be placed in the top band. It includes key design elements, which are further exemplified afterwards, and reflects a highly logical structure. When deciding a placement within a band, consideration should be given to what design features are included (from the list below) and what are missing. Placement within the higher bands should include all the features (though presentation may be slightly different) as illustrated below. Responses which include fewer features would therefore be placed lower.



The design features, as illustrated in the example provided, include:

- colour, for example:
 - a student may include a colour scheme that provides additional context and meaning to their Gantt chart
 - this may include a key to explain the meaning of this choice
 - consistent colour scheme which has a suitable contrast, and the writing is still readable
- font, for example, the font may be chosen to reflect the professional nature of the document
- correct classification of tasks, for example:
 - milestones
 - goals
 - tasks
- use of appropriate shapes and symbols with a corresponding key
- structure flows appropriately, for example:
 - vertically (top to bottom)
 - horizontally (left to right)

This brief focuses dependencies aspects of the project life cycle. It may include:

- how project considerations relate to each other, for example, the key stakeholders and company aims, and objectives may be identified towards the start and the Gantt chart should indicate that other entries are dependent on this action
- ensure that the chart is taking into account any relevant predecessor tasks as per task when determining band
- if certain actions need to be repeated as a result of the outcome of a particular project consideration, for example, revisiting of potential risks when the business’s use of data analytics has been completed

Note: the above is not an exhaustive list; credit should be given to other suggestions as appropriate to the scenario of the brief.

Email to line manager:

Band	Mark	Descriptor
4	7–8	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> • makes judgments when project planning which are excellent and supported with highly detailed and highly relevant links to the scenario of the brief, supported by sustained application of highly relevant technical terminology • demonstrates an excellent understanding of potential risks and issues, which is supported with highly detailed and relevant links to the scenario of the brief
3	5–6	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> • makes judgments when project planning that are good and supported with mostly detailed and mostly relevant links to the scenario of the brief, supported by mostly consistent application of relevant technical terminology • demonstrates a good understanding of potential risks and issues, which is supported with mostly detailed and relevant links to the scenario of the brief
2	3–4	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> • makes judgments when project planning that are reasonable and supported with some relevant links to the scenario of the brief that have some detail, though this may be underdeveloped, supported by some application of technical terminology • demonstrates a reasonable understanding of potential risks and issues, which is supported with some relevant links to the scenario of the brief that have some detail, though this may be underdeveloped
1	1–2	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> • makes judgments when project planning that are limited and supported with minimal links to the scenario of the brief, that lack detail and are supported by minimal application of technical terminology • demonstrates a limited understanding of potential risks and issues, which is supported with minimal links to the scenario of the brief that lack detail
0	0	No creditable evidence.

Indicative content

The project lifecycle focus for the scenario is project dependencies.

Students may make different decisions when project planning (as illustrated in the Gantt chart and justified in the email). Credit should be given for the strength of their decisions and justifications.

Possible judgements may include:

- the relationship and/or dependency of 2 or more of the entities within their Gantt chart
- the context that the steps bring to the other stages and/or the project as a whole
- issues that are not present in the diagram that may impact the project, for example, timescales

- company aims and objectives should take a priority placement to define the project parameters
- highlighting that steps of the project may be influenced with regard to importance and timescales by their predecessor/parent tasks

Potential risks and issues should be related to decisions taken by the student but may include:

- project delays caused by problems getting information from the client
- unknown timescales
- General Data Protection Regulation (GDPR)/ Data Protection Act (DPA) 2018 – is the company aware of the regulatory requirements when working with data?
- client referrals – do they have enough referrals – or too many for the number of solicitors they have?
- online referral ability – is their systems robust enough to capture the needed information and transfer clients through to the solicitors
- is there still a viable personal injury market in the UK – what is its sustainability in the future
- are there any laws which may affect their growth?
- do they have the infrastructure in place for their online referral business
- if there are any unidentified legal risks or issues

Note: the above is not an exhaustive list; credit should be given to other suggestions, as appropriate, to the scenario of the brief.

Task 1 AO4: English skills

Band	Mark	Descriptor
2	2	English skills presented in the task: <ul style="list-style-type: none">• demonstrates a good understanding of spelling, punctuation and grammar that is mostly accurate
1	1	English skills presented in the task: <ul style="list-style-type: none">• demonstrates a reasonable understanding of spelling, punctuation and grammar that has some accuracy, though errors may be present
0	0	No creditworthy material.

Indicative content (English Skills)

The evidence produced should demonstrate the students' English skills and may include:

- constructing complex sentences, consistently and accurately
- using correct spelling, grammar, and punctuation.

Task 2 (a)

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none">• demonstrates an excellent understanding of the fundamental characteristics of data (as relevant to the scenario of the brief), which is supported by comprehensive and highly detailed examples• demonstrates an excellent understanding of possible applications of data within an organisation (as relevant to the scenario of the brief), that is supported by comprehensive, highly detailed examples• makes judgements for why the proposed approach is suitable (in relation to the scenario of the brief) that are excellent and are highly relevant and detailed
3	7–9	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none">• demonstrates a good understanding of the fundamental characteristics of data (as relevant to the scenario of the brief), which is supported by mostly detailed examples• demonstrates a good understanding of possible applications of data within an organisation (as relevant to the scenario of the brief), which is supported by mostly detailed examples• makes judgements for why the proposed approach is suitable (in relation to the scenario of the brief) that are good and mostly relevant and detailed
2	4–6	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none">• demonstrates a reasonable understanding of the fundamental characteristics of data (as relevant to the scenario of the brief), which is supported by examples that have some detail, though may be underdeveloped• demonstrates a reasonable understanding of possible applications of data within an organisation (as relevant to the scenario of the brief), which is supported by examples that have some detail, though may be underdeveloped• makes judgements for why the proposed approach is suitable (in relation to the scenario of the brief) that are reasonable and have some relevance and detail

Band	Mark	Descriptor
1	1–3	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates a limited understanding of the fundamental characteristics of data (as relevant to the scenario of the brief), which is supported by examples that have minimal detail, and may be irrelevant demonstrates a limited understanding of possible applications of data within an organisation (as relevant to the scenario of the brief), which is supported by examples that have minimal detail, and may be irrelevant makes judgements for why the proposed approach is suitable (in relation to the scenario of the brief) that are limited and have minimal relevance and detail
0	0	No creditable evidence.

Indicative content

The fundamental characteristic of data focus for this brief is *Sources of data for organisations*.

The response may include a range of approaches to sourcing and using data, which are linked to the business needs of EWJR Services. They may discuss types of data that are not provided in the data set for task 2 (b). This is acceptable as they will only be expected to process the data sets when they are provided, as part of task 2 (b). The intention of task 2 (a) is for the student to outline what they believe would be an effective approach in terms of sourcing and using data, therefore, credit should be given for the strength of their decisions and justifications.

Whilst the student may include other possible sources of data, for example, employee, suppliers or financial; the following are more relevant to the scenario of the brief. When deciding placement within a band, consideration should be given to the appropriateness of the sources and strength of justifications offered.

Potential sources (and types of) data, possible applications and justifications may include:

- internal:
 - sales data:
 - application for EWJR Services: identifying the trends with specific personal injury types, motor claims and other claims
 - possible justification: understanding which injury claims are more successful at EWJR Services to allow for justification of recommendations for direct or indirect referrals
 - marketing data:
 - application for EWJR Services: identifying the results of campaigns ran and how they relate to specific marketing persona and/or product lines will support growth
 - justification: if a product line can be shown to be popular with a measurable persona, then the market segment containing that persona can be targeted increasing the likelihood of referrals
 - customer data:
 - application for EWJR Services: identifying where repeat referrals, or more quality referrals are emerging, along with relationships and trends from specific referral sources, can show trends and opportunities that EWJR Services should explore

- justification: suitable ancillary products should be offered with their lead products (costs, litigation, recovery, and hospital costs) at, or just before the point of sale is likely to allow for an additional spend, how can they maximise the claim per client
- external:
 - competitors:
 - application for EWJR Services: understanding successes and mistakes of similar and competing businesses can inform activities within EWJR Services
 - justification: understanding where similar businesses are focusing efforts allows EWJR Services to either replicate effort, or explore a niche that is not currently exploited within the sector
 - sector/industry:
 - possible application for EWJR Services: analyse trends based on changes/adjustments within the sector (changes to laws and types of claims, safety of cars, and cost of recovery and injuries)
 - justification: spotting this kind of shift allows EWJR Services to not only respond to it in a timely manner, but also to increase its brand recognition and reputation for being an upmarket brand
 - market research:
 - application for EWJR Services: existing research or existing products or client information can be used to understand what potential clients (who may not yet know about EWJR Services) are doing and how they may perform
 - justification: can influence services offered and promotions allowing EWJR Services to be responsive to what prospective clients want, which puts EWJR Services in a better position to increase referrals

Note: the above is not an exhaustive list; credit should be given to other suggestions, as appropriate to the scenario of the brief.

Task 2 (b)

(20 marks)

Action 1:

Band	Mark	Descriptor
3	5–6	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates an excellent understanding of how to process and cleanse data, which is comprehensive and highly accurateapplies an excellent understanding of data modelling tools, which is comprehensive and highly accurate
2	3–4	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates a reasonable understanding of how to process and cleanse data, which has some accuracy, though may be underdevelopedapplies a reasonable understanding of data modelling tools, which has some accuracy, though may be underdeveloped
1	1–2	The student provides a response to the task that: <ul style="list-style-type: none">demonstrates a limited understanding of how to process and cleanse data, which has minimal accuracyapplies a limited understanding of data modelling tools, which has minimal accuracy
0	0	No creditable evidence.

Indicative content

The data set that requires cleansing (*Insurance claims referrals*) contains a number of errors. These should be cleansed in order to create the Data Flow Diagram (DFD). Some examples of the entries that require cleansing include:

- number of fields that are within them
- insured sex: has male and M as well as female and F in set
- number of vehicles involved: mixture of text and numbers
- policy bind date: 2 different date formats have been used

The specified data modelling tool for the brief is a Data Flow Diagram (DFD).

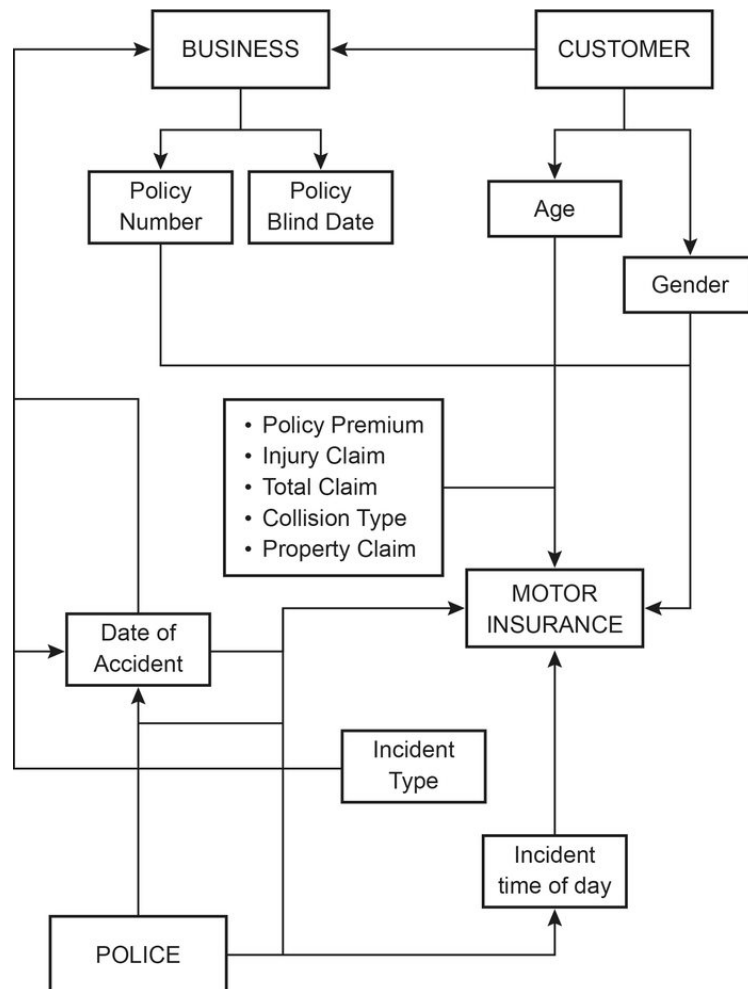
Below is an example of a DFD which would be placed in the top band. A top band will include level 2+ in DFD – the data will be broken down into multiple sub processes. It includes 4 key areas of technical understanding which are:

- assignation of processes
- assignation of data store
- external entities confirmed
- use of data flow arrows in the correct direction

- cardinality (meaning is appropriate for the nature of the relationship between the entities)
- inclusion of attributes, such as gender and age

When deciding a placement within the bands, consideration should be given to the number of features (as detailed above) that are included, as well as the level of accuracy. The lower number of features included by a response would result in a lower placement.

Note: the above is not an exhaustive list; credit should be given to other suggestions, as appropriate to the scenario of the brief.



Action 2:

Band	Mark	Descriptor
3	5–6	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates an excellent understanding of how to process data to create new data sets, which includes a wide range of variables/queries/formats (where appropriate) that is comprehensive and highly detailed demonstrates an excellent understanding of 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
2	3–4	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates a reasonable understanding of how to process data to create new data sets, which includes some use of variables/queries/formats (where appropriate) that has some detail, though may be underdeveloped demonstrates a reasonable understanding of how to process data into a meaningful output by integrating different elements of the data sets, which has some relevance to the needs of the client, in relation to the scenario of the brief
1	1–2	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates a limited understanding of how to process data to create new data sets, which includes a minimal range of variables/queries/formats (where appropriate) that is limited and lacks detail demonstrates a limited understanding of how to process data into a meaningful output by integrating different elements of the data sets, which has little relevance to the needs of the client, in relation to the scenario of the brief
0	0	No creditable evidence.

Indicative content

The learner will include the following in a top band submission, it will reflect a number of ways in which data has been processed and integrated, such as:

- analysing the three existing datasets to identify the most relevant data and then create a new dataset which incorporates this
- identifying areas of contextual support (DfT Motor Accident Injury Costs in relation to potential areas of growth)
- use of appropriate data types, such as:
 - numeric – used for data made up of only numbers, such as number sales, and for data which can be calculated
 - currency – used for data such as income, expenditure, profit, loss, and cost of claims per customer
 - text – used for data made up of characters, can also include numeric characters such as a satisfaction data

- Students may select different parts of the data sets (DfT_motor_accident_injury_costs.xls, EWJR_Services_aggregate_data_v1.0.xlsx, insurance_claims_referrals.xlsx, survey_results_EWJR.xlsx) to process and integrate into meaningful output, though some of the essential features may include:
 - data that relates to the claims sector that EWJR Service works in
 - data that relates to the claims, injury, and methods of
 - may identify missing parts of the data
- Student will identify and trends or patterns in the data that they feel meets the business aim and objectives. Trends and patterns will differ depending on the data that the student has included in their new dataset so consideration should be given to the justification for why the data was selected and how this provides insightful trends and patterns to meet the business needs.

Note: the above is not an exhaustive list; credit should be given to other ways data may be processed as appropriate to the scenario of the brief.

Action 3:

Band	Mark	Descriptor
4	7–8	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates 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 makes 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
3	5–6	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates a good understanding of analysing and processing the data sets in order to create meaningful output that is mostly detailed, supported with mostly consistent application of relevant technical terminology makes judgments for how the different data has been selected and integrated into a new data set that is good, mostly detailed, and relevant to the scenario of the brief
2	3–4	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates a reasonable understanding of analysing and processing the data sets in order to create meaningful output that has some detail, though may be underdeveloped, supported with some application of technical terminology that has some relevance makes judgments for how the different data has been selected and integrated into a new data set that is reasonable and has some detail and relevance to the scenario of the brief
1	1–2	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates a limited understanding of analysing and processing the data sets in order to create meaningful output that has minimal detail, and may be irrelevant, supported with minimal application of technical terminology makes judgments for how the different data has been selected and integrated into a new data set that is limited and has minimal detail and relevance to the scenario of the brief
0	0	No creditable evidence.

Indicative content

Students may choose to process the supplied data sets in a variety of ways in order to create their own, reflecting what they consider to be meaningful output, including any trends and/or patterns. This will vary as it will be dependent upon the ways they have chosen to process the data, but may include:

- correlation between gender and sector referral habits
- correlation between location and sector referral habits

Students may make different decisions when creating their new data sets and will therefore make varied justifications within the email. Credit should be given for the strength of their decisions and justifications.

Possible judgements on how the new data sets could meet the needs of EWJR Services (in relation to the brief) may include:

- data showing a change in referrals and referral habits regarding online versus direct trends can support EWJR Services to identify where they should focus their efforts to increase their own sales on either their own website or through referrals
- data showing trends in accident costs in the Motor Claims Industry can be used to support EWJR Services by planning and making market projections
- data showing a change in the way in which referrals are generated and may change in the future.

Note: the above is not an exhaustive list; credit should be given to other suggestions as appropriate to the scenario of the brief.

Task 3

(22 marks)

This includes 2 marks for English and 4 marks for digital skills, which have separate mark schemes.

Band	Mark	Descriptor
4	13–16	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates that the digital slides are constructed in an excellent and highly detailed manner, supported by sustained application of highly relevant technical terminology that is contextualised (where appropriate) for a non-technical audience in a comprehensive and highly detailed way demonstrates an excellent explanation of how data analytics can be used (in relation to the scenario of the brief), supported by highly detailed and highly relevant visualisations, and includes examples of advantages and disadvantages that are comprehensive and highly detailed demonstrates an excellent understanding of the possible impacts of business decisions on stakeholders (both internal and external) including reference to key factors which can influence those decisions that are comprehensive and highly detailed demonstrates an excellent understanding of how the proposed solution meets the business needs, with an explanation of potential risks, mitigations and implications that are comprehensive and highly detailed
3	9–12	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates that the digital slides are constructed in a good and mostly detailed manner, supported by mostly consistent application of relevant technical terminology that is contextualised (where appropriate) for a non-technical audience in a mostly detailed way demonstrates a good explanation of how data analytics can be used (in relation to the scenario of the brief), supported by mostly detailed and mostly relevant visualisations, and includes examples of advantages and disadvantages that are mostly detailed demonstrates a good understanding of the possible impacts of business decisions on stakeholders (both internal and external) including reference to key factors that can influence those decisions that are mostly detailed demonstrates a good understanding of how the proposed solution meets the business needs, with an explanation of potential risks, mitigations and implications that are mostly detailed

Band	Mark	Descriptor
2	5–8	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates that the digital slides are constructed in a reasonable manner with some detail, supported by some application of relevant technical terminology that is contextualised (where appropriate) for a non-technical audience with some detail, though may be underdeveloped demonstrates a reasonable explanation of how data analytics can be used (in relation to the scenario of the brief), supported by visualisations that have some detail and relevance, and includes examples of advantages and disadvantages that have some detail demonstrates a reasonable understanding of the possible impacts of business decisions on stakeholders (both internal and external) including reference to key factors which can influence those decisions that have some detail, though this may be underdeveloped demonstrates a reasonable understanding of how the proposed solution meets business needs, with an explanation of potential risks, mitigations and implications that have some detail, though may be underdeveloped is written in a reasonable manner, that is supported by some application of technical terminology that is sometimes contextualised for a non-technical audience with some clarity, though this may be underdeveloped
1	1–4	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> demonstrates that the digital slides are constructed in a limited manner with minimal detail, supported by minimal application of relevant technical terminology that is contextualised (where appropriate) for a non-technical audience with minimal detail and may be irrelevant demonstrates a limited explanation of how data analytics can be used (in relation to the scenario of the brief), supported by visualisations that have minimal detail and relevance, and includes examples of advantages and disadvantages that have minimal detail and may be irrelevant demonstrates a limited understanding of the possible impacts of business decisions on stakeholders (both internal and external) including reference to key factors that can influence those decisions that have minimal detail and may be irrelevant demonstrates a limited understanding of how the proposed solution meets business needs, with an explanation of potential risks, mitigations and implications that have minimal detail and may be irrelevant
0	0	No creditable evidence.

Indicative content

The digital slides may be constructed in a manner suitable for a non-technical audience by:

- having a clear structure, such as introduction and clear sections
- a title page with sub text
- a table of contents
- clear sub sections and titles
- bibliography
- organising and presenting information in an appropriate format, such as making sure that the digital slides are accessible, that information can be read easily and that it is not text heavy
- having a professional/ consistent style, such as colour, fonts, headings
- using non-technical language and/or explaining technical language in an accessible way, such as avoiding jargon and explaining technical terms/concept
- using a formal tone

The digital slides may incorporate different methods of visualising data, such as:

- graphs, for example, bar, line
- charts, for example, pie, funnel, area
- data tables
- infographics
- maps
- heat maps

The response may discuss a range of ways that data analytics could be used with associated advantages and disadvantages, in context to the brief, such as:

- advantages of using data:
 - to influence customers' engagement by introducing target marketing – for example, based on current customers' data and promoting new products that are similar or complementary to previous orders
 - to inform decision-making - for example, to use direct or referrals alongside competitor data to inform future marketing campaigns to attract new customers
 - forecasting (predictive analytics) - for example, to use data over time to predict targeted advertising for future referral needs and linked to geographical location to ensure sufficient resource to fulfil demand and retention of customers
 - monitoring performance - for example, comparing own sales figures, profit and loss against injury claims specialists using open data
 - operational management utilising internal data to set and monitor key performance indicators (KPIs) as part of business monitoring to identify the performance of different referrals and potential different types of claims
- disadvantages of using data:
 - extensive amount of data available and the ability to select and use what is appropriate or relevant to the business aims and objectives
 - real-time data that is in a constant state of change
 - ability to visualise and present data in a readable form to be informative or useable by a non-technical audience.

Note: the above is not an exhaustive list; credit should be given to other relevant evaluative points, as appropriate to the scenario of the brief.

The response may discuss impacts on internal and external stakeholders, such as:

- employees – introduction of personalised appraisals incorporating performance data, staffing levels (for example, live chat service, customer call service) balanced against the needs of the business
- departments – such as marketing, could use the data to inform campaigns, ensuring relevancy where customer engagement is effective and efficient
- customers/clients – personalised service which is relevant and timely
- outsourced services and suppliers - a streamlined approach to referral services, utilising data to inform which supplier has a competitive advantage regarding referral success based on customer, location and demand.

The response may consider the importance of mitigations for potential risks (in relation to the scenario) such as:

- confidentiality, integrity, and availability of information when working with personal and sensitive data:
 - customer data - holding customer data which includes names, address, age, gender, contact details, policy number, insurance details, accident details
 - commercially sensitive data – survey data, sales data including profit margins, insurance brokers contact details, claims and medical information and pay-outs
- control access to data - only available via business email accounts, passwords, access codes or multi-authentication process
- code of conduct - all employees to follow the relevant code of conduct which outlines the rules, responsibilities and practices expected by EWJR Services to maintain the confidentiality and integrity of data including implications to the business if not adhered to:
 - financial loss of business/income if data is leaked or shared with competitors in breach of the Data Protection Act 2018 (in relation to marketing)
 - legal, prosecution, fines if personal data is misused or there is a breach of data as outlined in the General Data Protection Regulation 2018 (GDPR)
 - reputation and brand damage which could result in poor client perception and lack of client retention, the opposite of what Rapid Transit is trying to achieve.

Note: the above is not an exhaustive list; credit should be given to other suggestions of potential risks, as appropriate to the scenario of the brief.

Task 3 AO4: English skills

Band	Mark	Descriptor
2	2	English skills presented in the task: <ul style="list-style-type: none">demonstrates a good understanding of spelling, punctuation and grammar that is mostly accurate
1	1	English skills presented in the task: <ul style="list-style-type: none">demonstrates a reasonable understanding of spelling, punctuation and grammar that has some accuracy, though errors may be present
0	0	No creditworthy material.

Indicative content

English

The evidence produced should demonstrate the students' English skills and may include:

- constructing complex sentences, consistently and accurately
- using correct spelling, grammar, and punctuation

Task 3 AO4: Digital skills

Band	Mark	Descriptor
4	4	Digital skills presented in the task: <ul style="list-style-type: none">demonstrates excellent use of software application tools
3	3	Digital skills presented in the task: <ul style="list-style-type: none">demonstrates good use of software application tools
2	2	Digital skills presented in the task: <ul style="list-style-type: none">demonstrates reasonable use of software application tools
1	1	Digital skills presented in the task: <ul style="list-style-type: none">demonstrates limited use of software application tools
0	0	No creditworthy material.

Digital

The evidence produced should demonstrate the student's ability to utilise the technical applications features, this will vary depending on what the student has used to visualise the data, but may include:

- data inputted appropriately
- labelling of features to support communication
- ensuring the accessibility of design features, such as use of colour, the size of fonts
- ensuring appropriate file types to insert into digital slides.

Task 4

(8 marks)

Band	Mark	Descriptor
4	7–8	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> evaluates their own performance throughout the project, which is excellent and highly detailed, supported by excellent explanations of actions taken, proposed solutions and effectiveness of tools and/or techniques in relation to the scenario of the brief demonstrates an excellent application of appropriate reflective techniques to evaluate their own performance which includes an excellent discussion of the need for further learning and development that is comprehensive and highly detailed is written in an excellent and highly detailed manner, highly appropriate for a technical audience, supported by sustained application of relevant technical terminology
3	5–6	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> evaluates their own performance throughout the project, which is good and mostly detailed, supported by good explanations of actions taken, proposed solutions and effectiveness of tools and/or techniques in relation to the scenario of the brief demonstrates a good application of appropriate reflective techniques to evaluate their own performance, which includes a good discussion of the need for further learning and development that is clear and mostly detailed is written in a good and mostly detailed manner, mostly appropriate for a technical audience, supported by mostly consistent application of relevant technical terminology
2	3–4	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> evaluates their own performance throughout the project, which is reasonable with some detail, though this may be underdeveloped, supported by reasonable explanations of actions taken, proposed solutions and effectiveness of tools and/or techniques in relation to the scenario of the brief, though this may be underdeveloped demonstrates a reasonable application of appropriate reflective techniques to evaluate their own performance, which includes a reasonable discussion of the need for further learning and development that has some detail, though this may be underdeveloped is written in a reasonable manner, some appropriateness for a technical audience, supported by some application of relevant technical terminology

Band	Mark	Descriptor
1	1–2	<p>The student provides a response to the task that:</p> <ul style="list-style-type: none"> evaluates their own performance throughout the project, which is limited and has minimal detail, supported by limited explanations of actions taken, proposed solutions and effectiveness of tools and/or techniques in relation to the scenario of the brief demonstrates a limited application of appropriate reflective techniques to evaluate their own performance, which includes a limited discussion of the need for further learning and development that has minimal detail is written in a limited manner, with minimal appropriateness for a technical audience, supported by minimal or no application of relevant technical terminology
0	0	No creditable evidence.

Indicative content

Written for a technical audience, the evidence should demonstrate a reflective process and make use of appropriate technical terminology.

- An appropriate reflective technique applied may be:
 - Boud, Keogh and Walker’s 3 stage model of reflecting on experience
 - Gibbs’ reflective cycle 6 stage model of reflecting on experience
 - Kolb’s experiential learning cycle 4 model of reflecting on experience
- There is a clear explanation of EWJR Services aims and objectives and what was required which might include:
 - how data analytics could be used to support EWJR Services in achieving their aims and objectives to increase customer/client engagement and retention, sales, and brand awareness.
- The student’s own performance throughout the project has been reflected on, clearly identifying what they have achieved and areas where they have been challenged, and how this was overcome
- A discussion of how well the solution meets the needs of the brief may include:
 - a proposal which demonstrates how the aims and objectives could be achieved using a combination of internal and external data sources to inform decision-making, such as marketing campaigns.
- An evaluation of the effectiveness of the tools and techniques used throughout the project may include:
 - different methods of visualising data and the value in displaying data in the student’s chosen formats.
- An understanding of the need for further learning and development within the role of a digital data research assistant may include:
 - continuous professional development (CPD) importance when working with digital data, as practices and analysis tools change so frequently, and legislation must be adhered to.

Note: the above is not an exhaustive list; credit should be given to other suggestions, as appropriate to the scenario of the brief, and/or reflective models.

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