Assessment and Topic Links to Assessment

T Level Technical Qualification in Digital: Digital Production, Design and Development

Assessment guidance:

The T Level Technical Qualification in Digital: Digital Production, Design and Development - is 100% externally assessed. This means all the assessments are set and marked by Pearson.

This resource aims to give you a little more detail about the assessment, how to prepare your students, and links to where the Topics in the Delivery Pack appear within our Specimen Assessment Materials (SAM) and Additional Specimen Assessment Materials (AdSAM).

Technical Qualification Assessments:

There are three assessments in the Core Component of the T Level Technical Qualification in Digital: Digital Production, Design and Development

- Core Paper 1: Digital Analysis, Legislation and Emerging Issues
- Core Paper 2: The Business Environment
- Employer Set Project

Plus, there is one assessment for the Occupational Specialisms.

- Digital Production, Design and Development

Assessment Preparation	
Core Component	
Examination Papers	The Core Component is assessed through two examinations, each marked out of 100 and with a 2½ hours duration. Both papers are weighted at 33.3%. • Paper 1 covers Content Areas 1 to 4 • Paper 2 covers Content Areas 5 to 8 Both examinations will follow the same paper structure but assess different Core content and will be available paper based. There are two sections in each paper: • Section A is weighted 40% • Section B is weighted 60%

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	Students must answer all questions in Section A and Section B. The Core papers will increase in difficulty. The test questions will have various questions ranging from short answer explain questions to longer answer analysis and evaluation ones. The examinations will include short, medium and extended open-response diagrams and questions, as well as drawing questions and labelling questions. Core paper 2 will also include some data and design questions. Suitable revision strategies will include the use of the Specimen Assessment Materials (SAMs) to devise questions in the format that are used in the examination papers. Our SAMs and AdSAMs will be on Exam Wizard to support you in the creation of mock papers, this will be added to with past papers once they are available. For students to succeed it is important they understand the approach required to answer the different types of question. The command verbs, for example 'explain', 'analyse' and 'evaluate' should be emphasised and explained for students to grasp the type of response required for each of the questions. Once the examination series is complete a Principle Examiners Report will be published. This will include information on how the paper performed, with examples of responses at different levels of achievement that can then be used to demonstrate to students the standards of response that achieved different marks.
Employer Set Project	For the Employer Set Project each task will be completed on a scheduled date at a time set by Pearson. The tasks will be spread over a window, for example, five weeks, with our aim to make the assessments manageable for you and your students, giving you the ability to plan for reasonable adjustments such as extra time, and allowing your students to have space between assessments in order to prepare. When responding to the Employer Set Project students will need to draw upon knowledge and understanding form across the Core content in a synoptic manner in order to effectively respond to a brief within a vocational context. Prior to the assessment, students will be provided with a shortened client brief and specification and given time to research similar projects. They will then complete all five tasks that make up the Employer Set Project. **Pre-release: Familiarisation with the industry context**

	During the 1 x week pre-release window your students will spend time becoming familiar with the ways in which digital tools and technologies are used within the industry and context that the project will be based on. **Task 1: Planning a project** This task focuses on planning, in this task students will create a range of evidence, this could include Gannt charts, cost plans, resource and risk plans, and rationales for planning approaches. **Task 2: Identifying and fixing defects in an existing code** This task focuses on your student's ability to resolve coding issues. Your students may be given a resource book and functioning and non-functioning code that they will be required to amend, manage and fix; they will need to document their approach. **Task 3: Designing a solution** Your students must produce algorithm designs to show how they could meet the needs of a specific client. The algorithm designs should be of sufficient detail to effectively communicate the intended solution and allow the client to make informed decisions, but possibly also allow a third party to use the design documents to create the proposed solution **Task 4a: Developing a solution** In task 4a students will be given some additional information from the client in the scenario. They will be expected to develop the programming code for the data service the client requires. **Task 4b: Reflective evaluation** Finally, students will reflect and produce an evaluation of the solution produced in Task 4a. The evaluation should justify how well the solution they produced meets system requirements and user requirements. It should also cover how the solution could be further developed To prepare for the assessment students could use the Specimen Assessment Materials or similar tasks could be developed using the same format. It might be appropriate to focus revision activities on individual tasks rather than a project as a whole.
Occupational Specialist Component	
Occupational Project	The T Level Technical Qualification in Digital: Design, Digital Production, Design and Development consists of a single Occupational Specialist Component.

	Students must complete the Occupational Specialist Component as part of their T Level. The assessment for the Occupational Specialist Component takes the form of a single synoptic project, which is an extended 'design, development and implementation' project. The synoptic element is important, as it is intended that students are able to demonstrate threshold competence: this is the principal reason why the Occupational Specialism is assessed via a single project, and students are able to evidence all the skills required by the Performance Outcomes. The Occupational Specialist Project is 67 hours in duration. The assessment is a total of 145 marks. The project is split into 4 parts in the assessment. 1: Analysing the problem and designing a solution 2: Developing the system prototype 3a: Gathering feedback to inform future development 3b: Evaluating feedback to inform future development

Topic links to assessment

Core Component

Content Area 1: Problem solving	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 1: Digital Analysis, Legislation and Emerging Issues	6 4 5a 5b 5c 9b	[insert question numbers to map against the topic]
	Employer Set Project	1	[insert question numbers to map against the topic]
Content Area 2: Introduction to programming	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 1: Digital Analysis, Legislation and Emerging Issues	1 2 3a 3b 3c 4 5a 5b	[insert question numbers to map against the topic]

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		5c 8a 8b 8c 9a 9c 9d 10b 10e	
	Employer Set Project	2 3 4a	[insert question numbers to map against the topic]
Content Area 3: Emerging issues and impact of digital	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 1: Digital Analysis, Legislation and Emerging Issues	7 9e	[insert question numbers to map against the topic]
	Employer Set Project	1 3 4b	[insert question numbers to map against the topic]
Content Area 4: Legislation and regulatory requirements	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 1: Digital Analysis, Legislation and Emerging Issues	7 10a 10c 10d	[insert question numbers to map against the topic]
	Employer Set Project	1 3 4b	[insert question numbers to map against the topic]
Content Area 5: Business Context	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 2: The Business Environment	6a 6c	[insert question numbers to map against the topic]
	Employer Set Project	1 3 4b	[insert question numbers to map against the topic]
Content Area 6: Data	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 2: The Business Environment	3a 4a 4b 4c 7d	[insert question numbers to map against the topic]

	Employer Set Project	2 3 4	[insert question numbers to map against the topic]
Content Area 7: Digital Environments	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 2: The Business Environment	1a 1b 1c 2a 2b 2c 3b 3c 5c 5d 7e	[insert question numbers to map against the topic]
	Employer Set Project	3 4a 4b	[insert question numbers to map against the topic]
Content Area 8: Security	**Assessment**	**Specimen Assessment Materials**	**AdSAMs**
	Examination Paper: Paper 2: The Business Environment	3a 5a 5b 5c 6b 7a 7b 7c	[insert question numbers to map against the topic]
	Employer Set Project	1 3 4a 4b	[insert question numbers to map against the topic]

Occupational Specialism Component			
Topic	**Occupational Specialism**	**Specimen Assessment Materials**	**Guide Standard Exemplification Materials**
1 Be able to analyse a problem to define requirements and acceptance criteria aligned to user needs	Digital Production, Design and Development	Task 1	[insert to map against the topic]
2 Apply ethical principles and manage risks in line with legal and regulatory	Digital Production, Design and Development	Task 2 Task 3b	[insert to map against the topic]

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requirements when developing software			
3 Discover, evaluate and apply reliable sources of knowledge	Digital Production, Design and Development	Task 1 Task 3a Task 3b	[insert to map against the topic]
4 Design	Digital Production, Design and Development	Task 1	[insert to map against the topic]
5 Create solutions in a social and collaborative environment	Digital Production, Design and Development	Assessed obliquely across all tasks	[insert to map against the topic]
6 Implement a solution using at least two appropriate languages	Digital Production, Design and Development	Task 2 Task 3a	[insert to map against the topic]
7 Testing a software solution	Digital Production, Design and Development	Task 2 Task 3a	[insert to map against the topic]
8 Change, maintain and support software	Digital Production, Design and Development	Task 3a Task 3b	[insert to map against the topic]