



A guide to delivering ICT through BTEC

Level 1 Vocational Studies



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Introduction

The purpose of this document is to help centres to evolve their current Level 1 IT provision for 16-18 and 19+ learners, considering that the BTEC Level 1 Introductory in Information Technology has been defunded by the UK government.

It outlines how the adoption of the BTEC Level 1 Introductory in Vocational Studies may be considered – and adapted – as an alternative provision for this cohort.

This document also provides example models for centres to demonstrate how Vocational Studies may be used to deliver a qualification which satisfies the needs of learners who wish to study Information Technology at Level 1. The models serve as example combinations of units to illustrate distinct pathways. Centres may create their own combination to ensure that local needs are met.

There are also a number of exemplar assignment briefs to illustrate how IT might be incorporated in to both the delivery and assessment of the units.

What is Vocational studies?

Vocational Studies is a broad skills-based suite of qualifications. As we are focusing on the development of practical learning skills, the sector context for teaching, learning and assessment is flexible. This means that centres can adapt units that sit within specific sectors to meet the needs of their learners.

The Award is designed for learners who need to explore similar sectors before making an informed decision on their next steps in learning. It will suit learners who may need to bridge a gap between level 1 and level 2 learning.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

This document will focus on delivery of the 360 GLH BTEC Level 1 Introductory Diploma in Vocational Studies. For delivery of the Award and Certificate, please refer to the specification for available core and sector units.

Is Vocational Studies “fit for purpose” in terms of your curriculum intent?

Institutions may describe their programmes as they see fit on their website (and other promotional media). In this way, a L1 Information Technology provision might still be listed on a website rather than “Vocational Studies” which may lead potential learners to overlook it.

However, on its specific course description page it should be made clear that the qualification is L1 Vocational Studies (albeit following an Information Technology pathway). The course description, together with unit content, should be sufficient to persuade prospective learners that this may be the right course for them.

To ensure integrity in terms of recruitment, centres are advised to consult their internal “Curriculum Intent” documentation before deciding to adopt the BTEC Level 1 Introductory in Vocational Studies in place of previous Level 1 IT qualifications.

Below is a section of a report written by a course tutor to confirm that the Vocational Studies Diploma met the Curriculum Intent of that specific institution.

“The course complies with our Curriculum Intent document. It is a ‘natural fit’ in terms of progressing students on to Level 2 – either the various IT pathways or Business. This will help secure good inter-faculty progression.”

The core units emphasise the behaviours that we are looking to develop in our students. Likewise, the sector units offer a range of knowledge and skills that will enable students to move onwards to the next level the next academic year.

As a whole the Vocational Diploma meets the needs of local and regional employers at this level. Its intent is to produce work-ready individuals with good IT knowledge and the behaviours that employers value – organisation, working with others and individually, plus good communication skills.”

Additionally, your progression data for previous Level 1 cohorts may provide you with some valuable pointers. If the majority of learners progressed on to Level 2 IT qualifications, then use that to inform choices when developing new L1 provision through the Vocational Studies qualification.

Likewise, if your data indicates wider progression routes (Business Studies, for example), then you might choose units to reflect these destinations.

The Vocational Studies diploma gives centres the opportunity to broaden and strengthen existing progression routes. Deft choices in terms of units may give your students progression opportunities that they did not have in previous academic years.

When choosing units to deliver, ensure that those tutors delivering the “progression destination” courses (if different) are aware of the changes to the curriculum. These course tutors should confirm that your planned units give students the suitable entry requirements to enable them to progress on to their chosen destination.

How can Vocational Studies be adapted to meet specific IT sector learning?

For centres where the BTEC Level 1 Introductory Diploma in Information Technology has been delivered, adapting the qualification may prove a fairly straightforward adaptation.

GROUP A - CORE UNITS

The four core units remain the same.

A1	Being Organised
A2	Developing a Personal Progression Plan
A3	Working with Others
A4	Researching a Topic

Advice about how to broadly incorporate these units to suit IT student is in the “Teaching and Learning Guidance” section.

GROUP B - SECTOR UNITS

The Information Technology Level 1 Introductory Diploma required centres to choose six additional IT units to make up 360 GLH.

However, although centres still choose six units, the “Vocational Studies” Diploma requires the following:

- units must come from at least **three** different sectors.
- **no more** than **three** units can be taken from any one sector.

This means that of the four IT sector units listed below, **only three** may be offered on the “Vocational Studies”.

IT5	Developing Digital Information Using IT
IT6	Using Digital Communication Technologies
IT8	Creating a Spreadsheet to Solve Problems
IT9	Creating a Website

There is some good news. This means that if a centre ran the BTEC Level 1 Introductory Diploma in IT in the previous academic year, then seven out of the ten units will, most likely, remain the same for the delivery of the Vocational Studies Diploma.

However, this leaves three more units to select and as the units offered must come from three different sectors, then the remaining units must come from two sectors.

The additional sectors available are:

- Art and Design
- Applied Science
- **Business**
- Caring for Children
- Construction
- **Digital Media**
- Engineering
- Hair and Beauty
- Health and Social Care
- Hospitality
- Land-based Studies
- Performing Arts
- Public Services
- Sport
- Transport and Vehicle

The two highlighted in red are the two sectors most closely related to Information Technology (although centres may choose from any sectors). There are seven “Business” units available and four from “Digital Media”. Please refer to the specification for these units.

Creating Connections

Many of the units form natural connections. For IT content, there are a number of opportunities that may be pursued.

The “Animation” unit in the Digital Media section is close but not identical to unit IT12 Creating a Digital Animated Graphic from the “Information Technology” Level 1. As such, this may be an immediate “go to” unit on the Vocational Studies Diploma if IT12 has previously been delivered on the Information Technology Diploma.

Likewise, IT7: Solving Technical IT Problems from the IT Diploma may, with some imagination be adapted into the Vocational Diploma Unit B12: Communicating with Customers.

The three units listed below (from three different sectors) might form a naturally progressive learning route.

IT9	Creating a Website	Information Technology
DM9	Creating an Animation	Digital Media
B7	Branding a Product	Business

However, although the idea of an extended project incorporating three units might appeal, this may blur the lines between different assessments for L1 students. Moreover, this form of delivery may hinge on staffing if the units are delivered by more than one tutor.

Modelling the Curriculum

Below are two models with suggestions for units that could be delivered to 360 GLH while maximising the IT content of the Vocational Studies diploma.

MODEL A

This model supposes that centres choose three units from the IT Sector.

Unit No	Unit	AREA
A1	Being Organised	Core
A2	Developing a Personal Progression Plan	Core
A3	Working with Others	Core
A4	Researching a Topic	Core
IT5	Developing Digital Information Using IT	Information Technology
IT8	Creating a Spreadsheet to Solve Problems	Information Technology
IT9	Creating a Website	Information Technology
DM9	Creating an Animation	Digital Media
B7	Branding a Product	Business
B12	Communicating with Customers	Business

Assignments for Units B7 and DM9 may be written to create a substantial two-unit project. Care should however be taken to ensure that work from each unit is assessed independently and that learners’ evidence from one unit is not used as evidence to achieve another unit.

Assignments could also be written to deliver Units A3 and IT5 one after the other. Likewise, Units A4 and IT9 might make a good match should units need to be delivered one after the other. Please see the example assignments for more information.

MODEL B

A more creative – but potentially more demanding - approach might be to conceptualise the units around a single IT-related product. This model, incorporating units from four different sectors, could be used to create an over-arching IT theme to the qualification.

Unit No	Unit	AREA
A1	Being Organised	Core
A2	Developing a Personal Progression Plan	Core
A3	Working with Others	Core
A4	Researching a Topic	Core
AD8	Designing a Product	Art & Design
B7	Branding a Product	Business
DM9	Creating an Animation	Digital Media
IT6	Using Digital Communication Technologies	Information Technology
IT9	Creating a Website	Information Technology
B10	Contributing to Running an Event	Business

Assignments could then be written around the product – from its design and branding to creating a website for it – then preparing for and celebrating its launch event.

As in the previous model, this may blur the lines between different assessments for L1 students and so may present some inherent drawbacks in terms of delivery. However, the assignments for these units may also be written as “standalone” entities.

Unit Delivery

It may prove challenging to give the exact amount of GLH per unit if they are to be delivered discretely. The core units are 30 GLH and the sector units are 40 GLH. Please take this into account when creating your assessment plan.

The below is a possible method of unit delivery based on Model A which optimises GLH for each unit. Units are grouped together where there is a natural progression from one to the other. However, centres may have set class durations and so a more fluid approach to timetabling the units may have to be adopted.

Code	Unit	Sector	GLH	When delivered	Classroom Time per week	Total delivery hours	Hours Over/Under GLH
A1	Being Organised	Core	30	Term 1 and part of Term 2	1.75	63	3
A2	Developing a Personal Progression Plan	Core	30	End of term 2 and Term 3			
A3	Working with Others	Core	30	Term 1	2	72	2
IT5	Developing Digital Information Using IT	Information Technology	40	Terms 2 and 3			
IT8	Creating a Spreadsheet to Solve Problems	Information Technology	40	Delivered over the year	1	36	-4
B7	Branding a Product	Business	40	Term 1 and part of Term 2	2.25	81	1
DM9	Creating an Animation	Digital Media	40	End of term 2 and Term 3			
B12	Communicating with Customers	Business	40	Delivered over the year	1	36	-4
A4	Researching a Topic	Core	30	Term 1	2	72	2
IT9	Creating a Website	Information Technology	40	Terms 2 & 3			

Teaching and Learning guidance

This guidance section covers the units listed in MODEL A above. It gives suggestions about how units may be evolved to become “more IT” than one might expect at first glance.

Similar adaptations may be made to the majority of Business and Digital Media units on offer for the Vocational Diploma.

GROUP A CORE UNITS

There are opportunities to teach word processing skills in all of the core units.

Unit A1: Being Organised

Centres may wish to “frontload” this unit and disseminate the GLH around the course team over the first few weeks of the course. Certainly, the first few weeks of term may be taken up with a number of induction activities that could be used as preparatory groundwork for the assessment. At 30 GLH this unit is deliverable within the first half-term of the course if the course team is able to coordinate activities which lead up to the assessment.

The development of IT skills can be incorporated in this unit through the use of various tools. These may incorporate:

- Creating timetables using Word or Excel (the latter being more challenging but would enable some spreadsheet techniques to be used, from totalling hours to conditional formatting for different activity types).
- Electronic files and folders – learners can set up a folder structure for their work over the academic year and this could incorporate learning about “good housekeeping”.
- Online or in-house electronic planners could be incorporated
- Project planning might be introduced for the more able learners.

Unit A2: Developing a Personal Progression Plan

If you are delivering this qualification in a FE college then progression data will be given to your senior leadership team by a certain point in the academic year. You may wish to find out when you will be expected to indicate intended destinations and plan the delivery of this unit’s GLH accordingly. In this way students can plan their progression at an appropriate and specific point in the year, and will furthermore provide you with the necessary data to pass on to those who collate destinations for your institution.

Unit A3: Working with Others

IT skills may be developed in this unit through teaching the importance of gathering activity-related evidence and producing documentation to display it. As such, word processing skills will almost certainly play an important role here, particularly in the way that evidence should be formatted for ease of use. There may also be opportunities to use blog software to record the evidence although it is recommended that using multiple tools for recording evidence is avoided. Some institutions may have tutorial software which could be used to deliver this unit.

Unit A4: Researching a Topic

This unit offers a number of IT-based learning opportunities. As well as consolidating word processing skills for Task A, students can develop their PowerPoint skills when creating a presentation for Task B. Although these skills are not formally assessed in the unit, the research activity may be made more palatable when there are opportunities to show off IT presentation skills to create an engaging PowerPoint slide show. Elements that the students might particularly enjoy here are animations (particularly motion pathways for images) and using animated gifs (rather than static images) in their presentations. Slide transitions and timings also prove popular when encouraging students to create a presentation. IT is very much the “carrot” here and as such

students may be more diligent in their research (and putting their findings in to their own words) than otherwise.

These skills may be developed in other units – particularly if you have opted for “animation”. As such, the development of these IT skills could be incorporated in to the GLH for one or more of the sector units with some careful planning.

GROUP B SECTOR UNITS (Non-IT)

Unit B7: Branding a Product

In order to increase the IT element of this unit, centres may wish to adopt an IT peripheral as the product in question. In the exemplar assignment, for example, the product is a “universal charger”. This takes technology about which most young people are already aware and allows them to design a new product – and logo for an organisation.

Initial designs may be created using pencil and paper. However, graphics software can then be adopted for the final design. This could be something as undemanding as PowerPoint although more sophisticated graphics packages may be used if they are available at your centre.

Additionally, the opportunity exists in the delivery of this unit to teach students about the various different types of graphics that are used for design purposes – and why. This will prepare them well for more advanced research around graphics and their creation which may be part of the Level 2 provision.

In the development of a strapline for the product, the unit also demonstrates how good English and IT skills can go hand-in-hand. In addition, the creation of a presentation to showcase the product which must be delivered to an audience demands that learners exercise their communication and presentation skills in tandem.

Unit DM9: Creating an Animation

Animation is an ever-popular component of IT courses, and the Vocational Diploma does not have to be an exception. This unit incorporates project planning, an essential skill for any IT professional.

The creation of the animation will involve a number of IT skills, depending on the software that is used by the centre. These will include technical considerations relating to techniques used and intended platform as well as how to create illusion of movement using an appropriate frame rate. This unit can be adapted from Unit IT12 - Creating a Digital Animated Graphic from the Information Technology diploma. Indeed, centres may find this unit to be less demanding in terms of delivery.

Unit B12: Communicating with Customers

It is something that is sometimes overlooked on below Level 3 IT courses that many of the students we teach will become support professionals rather than creative ones. This unit is a useful counterbalance and may be adapted by centres to be a hardware-focused unit. The main learning aims are to develop communication skills in customer-oriented situations and to solve problems in them. The customer may be someone who wants to buy a new printer – or even a colleague who sends an email to the Help Desk about a hardware issue.

As such, this unit can be adapted to replace Unit IT7 - Solving Technical IT Problems from the Information Technology Diploma. Many IT software and hardware issues are resolved by good communication skills and as long as the learning aims at the heart of this unit are consistently incorporated in to learning activities, this unit can be delivered in a versatile manner which incorporates the interests of IT students.

Suggested Teaching Activities

There are many suggestions for teaching activities in the specification. Here are some additional ideas which may help you “tie in” your delivery with other institutional activities – and potentially feed into tutorial delivery. This “kill two birds with one stone” approach will involve some forward-thinking but will reap its own rewards.

Target Setting

Tie in the learning outcomes with your own system of target setting. Below are two examples of SMART targets for Units A1 and A4. If students are required to write their own targets then they may use these as exemplars in order to write their own. Students could be encouraged to use their IT skills to create a document in which they could list their targets as the course progresses – to be developed as a reflective log. This document could with guidance, be used to develop a number of word processing skills.

SMART TARGET
I will prepare for, take and pass the Unit A1 "Being Organised" unit
ACTION DESCRIPTION
<p>In order to do this I will do the following things:</p> <ul style="list-style-type: none"> • A Explore techniques to improve own organisational skills • B Review the use of techniques to improve own organisational skills <p>I will attend all of my classes and participate in group activities.</p> <p>I will create a planner for a minimum two-week period.</p> <p>I will create a report that Identifies the techniques used to improve own organisational skills, giving outline examples.</p>

SMART TARGET
I will prepare for, take and pass the Unit A4 "Researching a Topic" unit
ACTION DESCRIPTION
<p>In order to do this I will do the following things:</p> <ul style="list-style-type: none"> • A: Carry out research into an agreed topic • B: Present a summary of research findings into an agreed topic. <p>I will attend all of my classes and participate in group activities.</p> <p>I will create a research log containing the collected information I researched on my topic.</p> <p>I will create a short PowerPoint presentation on my chosen topic, summarising my research findings.</p>

Tutorial Demands

Where possible, incorporate your tutorial Scheme of Learning into your delivery, particularly elements of the core units. There are a number of ways in which centres may incorporate pastoral responsibilities for students into real learning activities while incorporating IT Skills. For example, Unit A4: Researching a Topic could be used in relation to tutorial content – and activities extended outwards to incorporate skills needed for other units. Possible research subjects (with suggestions of activities) might include some of the below.

Pastoral Responsibility	Possible Activity	IT Element
Staying Safe Online	What are the issues associated with online safety? Research	Create a set of multiple-choice questions for students in the college. Each student to write a number, have a meeting to decide which ones will go into the final questionnaire.
Safeguarding and Prevent	Look for posters around the institution. Take pictures. How effective are they?	Create a new poster to highlight a specific safeguarding issue.
Well-being	What is well-being? Research well-being apps and try to find one that is suitable for your age group.	Short report on a specific well-being app, indicating the reasons why it is appropriate for a specific age-range.
Employability and Enterprise	What are the “employability” words/terms that people need to know?	Create a leaflet for students your own age, defining a number of employability words/terms.
Black History Month	Students research a person from history that excelled in their particular field. These can be collated to showcase individuals that other students may wish to write longer projects about.	Collaborative working online – students contribute a single slide on the subject of their chosen individual – using PowerPoint features to “animate” it. This could then be made into a video and uploaded on to YouTube (see example from previous cohort here).
LGBTQ History Month	What are the important dates in UK LGBTQ history?	Students create a poster highlighting the important milestones in LGBTQ history. This could be split into decades for variety of student work. Presented as a set of posters for classrooms.
Sustainability	What is sustainability? Why is it important?	Students create a short document listing the ways that individuals help us to become more sustainable. Meet to discuss which elements can be used in a leaflet – then produce the leaflet.
Knowledge, Skills and Behaviour	What do these words mean in terms of my education?	Students to research the words and define them simply. Create a PowerPoint presentation that enables a specific audience to understand and relate to them.
Five Questions!	What are five questions I should ask myself before each class? (Can I speak clearly about my course? What am I learning today? What are my next steps? What do I need to do to improve? What have I learned so far on the course?)	Students to discuss what the questions they should ask before each class. Create a poster to illustrate the questions or a booklet that could be used by students to answer these questions.

Other possible subjects for investigation might include the below, all of which take place in Term 1 when you may be searching for topics for the students to research:

- National Fitness Day
- International Week of Happiness at work
- Breast cancer awareness month
- Dyslexia Awareness Week
- National Hate Crime Awareness Day
- World Mental Health Day
- National Coming Out Day
- World Values Day
- Remembrance Day
- Anti-bullying Week
- Buy Nothing Day
- National Tree Week
- UK Disability Month
- ADHD Awareness Month

Understanding the Qualification, the Course and the Institution

This is not intended as an exhaustive list, rather some suggestions which could be used and provide the inspiration for other learning activities which could have an IT focus.

Subject	Possible Activity	IT Element
"My College Charter"	Students to decide on the rules of their class, working in small groups. Each group presents their decisions, and this is evolved into a set of rules for the class.	The final list of rules – perhaps set out as expectations – can be produced as a leaflet or poster using Word or PowerPoint.
"Good Housekeeping"	Students to set up a series of folders in which they can save their work. They could set up a folder for core units, then create four more folders inside that for units A1-A4. Likewise for their sector specific units. Course tutor to demonstrate how to set up folders.	This could be included as a session (or part) of the "Being Organised" unit. It will also introduce learners to how IT can be used to set up an organised system of folders which will mean it is more likely that learners will save things in the right place, and it makes it much easier to quickly find things with search.
My timetable	Students to set up their own timetable.	Students will learn how to layout documents and how to use certain formatting tools. If Excel is used, this could incorporate simple formula (adding up the hours they will be in classrooms, free study periods, self-study and so on). It can also be used to introduce the concept of conditional formatting (e.g. for different subjects such as Maths or English).
Understanding my grades	Students are introduced to the qualification grading system – Pass, Merit and Distinction – the points awards for core and sector units and how they add up to gain an overall qualification grade.	Students create a spreadsheet that outlines the unit points available for sector and core units and layout the points that they can gain by achieving a Pass, Merit or Distinction on each unit. This can be done either as straightforward tables or if the class can be challenged, drop-down menus for grades with a corresponding simple vlookup table that will calculate the points awarded per grade.
How well do I know my course?	Students create a description of what each unit involves (or these could be taken and adapted from the "Unit in brief" statement in the specification, located at the top of each unit).	Students create a leaflet in PowerPoint detailing (in brief) the contents of the course on a single slide.

	They can use this as an aide memoire in a role play where they have to be a member of staff explaining the course to a potential student.	
The Trip	Learners to discuss what they need to do in order to organise a trip to a venue or event.	Students to log their findings using word processing students. What are the obstacles that need to be overcome here? This could take the shape of a short formal report and involve delivery of formatting and presentation methods that should be used in this kind of format. Costing could be calculated using a simple spreadsheet.
The benefits of...	...Being Organised (for example). Students take a closer look at unit content and decide on why it is included on a BTEC course!	Students create a poster using PowerPoint. In this example, they could include elements such as saving time and money, reducing stress levels, getting more things done and feeling empowered.

CHARITY EVENTS

Students could become involved in upcoming charity events at your institution by “getting the word out”. Students may not necessarily wish to become involved in the event itself but as IT students may be more than happy with doing the following:

- Writing emails and/or blog entries to advertise the event
- Creating social media posts to advertise the events.
- Designing posters to highlight the day and time of the event.

Please refer to the exemplar for Unit IT6: Using Digital Communications Technology to see how a charity event might be used to create the activities needed for assessment.

Assessment Guidance

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

As there are ten units on this course, the careful production of an appropriate assessment plan is highly recommended. It is important that assessment "bottlenecks" are not created and that hand-in dates are organised in both a measured and methodical manner.

For further guidance on assessment, please refer to Section 5 of the specification

Exemplar assignment briefs

CORE UNITS

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit A1: Being Organised
Learning aim(s)	A: Explore techniques to improve own organisational skills B: Review the use of techniques to improve own organisational skills.
Assignment title	Sorting out my Study
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>"The biggest shift between school and college wasn't the difficulty of the courses. It was the sudden increase in freedom. I had to get myself organised!"</p> <p>How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.</p> <p>You are going to show the key techniques that help you to organise your work and priorities and manage your time effectively.</p>
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Task 1	<p>Produce a planner for a set period of time during your course. The time period should be between two and four weeks.</p> <p>Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities.</p>
Checklist of evidence required	A planner for a minimum two-week period.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Use limited techniques to improve own organisational skills.
A.M1	Use appropriate techniques to improve own organisational skills.
A.D1	Use appropriate and effective techniques to improve own organisational skills.
Task 2	Demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.
Checklist of evidence required	A report that demonstrates the techniques used.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

B.P2	Identify the techniques used to improve own organisational skills, giving outline examples.
B.M2	Review the techniques used, giving some examples of how they improved own organisational skills.
B.D2	Review the techniques used, giving detailed examples of how they improved own organisational skills.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit A2: Developing a Personal Progression Plan
Learning aim(s)	A Explore the skills and behaviours needed to meet personal progression goal B Produce a progression plan to meet intended progression goal.
Assignment title	What Next for Me?
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>“People know when it’s time to move on, but some are happy to let things just happen to them. I’m not going to be one of those people. I’m going to be ahead of the game - plan my moves. They’re the ones that always work out the best..”</p> <p>You have been asked to attend a progression interview with your tutor and progress coach to discuss the next step in your learning.</p> <p>In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal.</p> <p>You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal.</p> <p>Both of these items will form a basis for the discussion with your tutor and progress coach.</p>
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Task 1	<p>There are times when everyone has to make a decision, take a jump - move on. You are now at the point where you need to work out what you want to do next after you pass your Level 1 Introductory Diploma.</p> <p>Find out about the opportunities that are available to you using your communication and research skills. Once you choose one to focus on, this will become your progression goal.</p> <p>What are the skills and behaviours that are needed in order to be successful in your chosen progression goal? Do your own skills and behaviours match up with the ones you need to move on to your chosen progression route? This will become your skills audit.</p>
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Checklist of evidence required	<p>A document created in Microsoft Word including:</p> <ul style="list-style-type: none"> • the opportunities available to you and your chosen progression goal; • details of how you identified your progression goal; • a skills audit, containing details of the skills and behaviours needed to achieve your chosen progression goal. The table should also include how your own skills and behaviours meet your progression goal.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Identify an intended progression goal
A.M1	Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.
A.D1	Identify a realistic progression goal with details of the skills and behaviours needed to achieve it
A.P2	Outline the skills and behaviours needed to meet personal progression goal
A.M2	Identify how own skills and behaviours meet personal progression goal.
A.D2	Describe how own skills and behaviours meet personal progression goal.
Task 2	<p>There is a saying – “Don’t miss the train”. You have established your progression goal, together with the skills and behaviours needed to be successful. However, a goal is only what you want to happen.</p> <p>So now, it is time to make a progression plan showing how you will make your goal happen! What things do you need to do to achieve your progression goal? Consider how long these will take to achieve. Does your goal tie in with your long-term plans? Consider, too, the actions you are going to take to improve your own skills and behaviours.</p> <p>Remember - a good plan always needs a timeline, when it should start and when it must be finished. It also needs milestones – these are markers in a plan that signify a change or stage in development.</p>
Checklist of evidence required	<p>Create a new section in the document you created and saved for TASK ONE. The section should consist of your personal progression plan, including:</p> <ul style="list-style-type: none"> • short-term and long-term progression goals; • identification of key activities needed to move towards the progression goal; • key actions to improve skills and behaviours; • key milestones to achieve goal, e.g. interview dates, application deadlines; • realistic timelines to meet goal.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

B.P3	Produce an outline progression plan to meet intended progression goal
B.M3	Produce a clear progression plan, identifying some steps towards meeting intended progression goal.
B.D3	Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit A3: Working with Others
Learning aim(s)	A: Demonstrate the ability to work with others on a given activity B: Review own and others' performance on a given activity.
Assignment title	Organising a Digital Newsletter
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>"If you want to lift yourself up, lift up someone else. The strength of the team is each individual member. The strength of each member is the team."</p> <p>A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.</p> <p>You are going to demonstrate your ability to work with other people by participating in a group project.</p> <p>The project will involve you working closely with your classmates in order to produce something new for the faculty – a newsletter that will go out to students and other stakeholders¹.</p> <p>¹<i>In education, the term stakeholder usually refers to anyone who is invested in the welfare and success of a college and its students, including administrators, teachers, staff members, parents, families, community members, local business leaders, and elected officials such as the Board of Governors.</i></p>
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Task 1	<p>The Head of Faculty of <i>[insert name of your faculty]</i> at <i>[insert name]</i> College, <i>[insert name]</i> has asked you to create a newsletter for the faculty.</p> <p>This is a great opportunity for you to demonstrate how you can work as part of a team.</p> <p>The Head of Faculty wants something that will feature news, views and events but would like you to decide on the finer details as a class.</p> <p>In your group you need to discuss and agree:</p> <ul style="list-style-type: none"> • the roles that will be needed to successfully complete this project • the type of content you would like to see in the newsletter
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	<ul style="list-style-type: none"> • how it will follow college policies such as a commitment to equal opportunities and diversity • the date by which the newsletter will be produced • the software and hardware resources needed to put on the activity • You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. If you run out of time in the first meeting, agree a date for another. <p>You need to set up a log explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.</p>
Checklist of evidence required	<p>Your meeting log containing:</p> <ul style="list-style-type: none"> • a complete explanation of the meeting(s), • your role in the group and • the responsibilities you will be undertaking in the production of the newsletter.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Demonstrate limited communication skills when working with others to complete a given activity.
A.M1	Demonstrate appropriate communication skills when working with others to complete a given activity.
A.D1	Demonstrate effective communication skills when working with others to complete a given activity.
A.P2	Undertake an activity with others, taking some responsibility for own role within it.
A.M2	Undertake an activity with others, taking responsibility for own role within it.
A.D2	Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Task 2	Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.
Checklist of evidence required	<ul style="list-style-type: none"> • A review of your performance during the meeting(s). • A feedback sheet which you used to deliver your feedback to other group members
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Produce an outline review of own performance during an activity
B.M3	Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.
B.D3	Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4	Deliver positive feedback to others that is relevant to the activity.

B.M4	Deliver positive and negative feedback to others, using examples from the activity.
B.D4	Deliver constructive feedback to others, using relevant examples from the activity.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit A4: Researching a Topic
Learning aim(s)	A: Carry out research into an agreed topic B: Present a summary of research findings into an agreed topic.
Assignment title	What are British Values?
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>“This country is made up of a huge diversity of people. Men and women, black and white, gay and straight, religious and secular – these are just a few broad examples of the enormous variety of people who make up the population of the UK. What brings us all together to enable us to function as a nation? Put simply, it is the values that we share.”</p> <p>How would you explain one of our shared values to visitors from another planet who want to learn about them?</p> <p>You are going to choose a British value to research and then collect information about it. You will go on to present the information as a PowerPoint presentation. It could be an overview or an aspect of one of the below:</p> <ul style="list-style-type: none"> • Democracy; • the rule of law; • individual liberty; • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
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Task 1	<p>The aliens have landed! Fortunately, after a short time they were able to get on a bus and make their way to <i>[insert name]</i> College where they heard they could get the answers to their questions. The Principal, <i>[insert name]</i> has asked your class to form the research and presentation team that will answer their questions about our shared British values.</p> <p>Before starting on your research, you will need to decide on the focus for your own individual topic. Discuss this with your classmates and tutor.</p> <p>You will then need to set up a research log and record the research tasks you carry out and the sources that you use.</p>
Checklist of evidence required	Your research log containing the collected information you researched on your topic.

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Search for information on an agreed topic using given research sources.
A.M1	Search for information on an agreed topic using own and given sources.
A.D1	Carry out a focused and detailed search into an agreed topic.
A.P2	Select simple information from given sources on the agreed topic.
A.M2	Select mostly relevant information from sources on the agreed topic.
A.D2	Select relevant information from sources that link clearly to the agreed topic.
Task 2	<p>Our alien visitors are patient. While you have been researching your chosen British Values topic, they have been participating in a few activities that we take for granted but are new to them.</p> <p>Fortunately, your research is complete, and you are ready to present a summary of your findings into your agreed topic. The Principal has asked you to create a PowerPoint presentation to organise and manage the information you have collected.</p>
Checklist of evidence required	A PowerPoint presentation on your chosen topic, summarising your research findings.

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Present an outline summary of research findings on an agreed topic.
B.M3	Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.
B.D3	Present a focused summary of research findings, with clear referencing to the research sources used.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

SECTOR UNITS

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit IT5: Developing Digital Information Using IT
Learning aim(s)	A: Develop digital information using IT for a specific audience B: Review own performance when developing digital information.
Assignment title	Creating a Digital Newsletter
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>"Information is power only if you can take action with it. Then, and only then, does it represent knowledge and, consequently, power."</p> <p>Information is everywhere! So how do you grab and keep people's attention? There is so much competition out there that any information you want people to become aware of – and even act on – must be clear and it has to stand out.</p> <p>In other words, the information itself must be high-quality. Not only that, it has to be presented in a way that is engaging and creative. Otherwise, it will just get lost among the rest of the information overload of our times.</p> <p>You are going to be highly involved in the production of a digital newsletter to promote the faculty which has recently expanded to include not only business and IT courses but the performing arts as well.</p>
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Task 1	<p>The Head of Faculty of <i>[insert name of your faculty]</i> at <i>[insert name]</i> College, <i>[insert name]</i> has asked you to create a newsletter for the faculty.</p> <p>They would like to see information that is presented in a dynamic, interactive, and engaging way.</p> <p>Your team has met to discuss the project and to allocate roles. The team has decided that a design document should be prepared in order to specify what will be needed to produce the newsletter.</p> <p>Although you are responsible for a single section of the newsletter you will be expected to produce design documentation for the digital document's main elements as discussed in your meeting(s).</p>
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	<p>This will include features such as a new faculty logo, formatting, animated text and graphics, transitions and animation, borders. page layout, interactive elements, and file format.</p> <p>This will involve you investigating how the newsletter is to be structured, how digital information can be laid out and when and how design elements should be used.</p> <p>You will also need to research and create the content of your own section of the newsletter.</p> <p>Furthermore, you will have to manage all the information you collect in a way that is appropriate for the project.</p> <p>Once you have completed your research and produced your design, the document can then be created. This process will take time but once you are finished, it will be vital that you check your final work thoroughly and develop the digital document accordingly.</p>
<p>Checklist of evidence required</p>	<p>Your design document containing:</p> <ul style="list-style-type: none"> • types and purpose of information required for the main elements of the newsletter and your specific part of it • ready-made assets required for the newsletter • target audience • software tools and techniques to be used • visual elements to be incorporated into the design <p>Your digital newsletter, containing:</p> <ul style="list-style-type: none"> • Front page, contents page, introductory page PLUS your section of the newsletter.
<p>Criteria covered by this task:</p>	
<p>Unit/Criteria reference</p>	<p>To achieve the criteria you must show that you are able to:</p>
<p>A.P1</p>	<p>Produce an outline design to develop digital information for a specific audience.</p>
<p>A.M1</p>	<p>Produce an appropriate design to develop digital information for a specific audience.</p>
<p>A.D1</p>	<p>Produce a coherent design to develop digital information for a specific audience.</p>
<p>A.P2</p>	<p>Develop digital information that meets some needs of a specific audience.</p>
<p>A.M2</p>	<p>Develop digital information that meets most needs of a specific audience.</p>
<p>A.D2</p>	<p>Develop digital information that comprehensively meets the needs of a specific audience.</p>
<p>Task 2</p>	<p>How did you do? Are you happy with how you designed and researched the elements of the newsletter? What went well in terms of your performance? What suggestions would you make in order to improve the work that you produced?</p>

	Create a short review which reflects on your newsletter project and measures its overall success.
Checklist of evidence required	A review of the project including: <ul style="list-style-type: none"> • an explanation of how successful your design is • how your performance could be improved • how you could develop your work further to improve it.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Produce an outline review of own performance, listing ways to improve.
B.M3	Produce a realistic review of own performance, briefly describing ways to improve.
B.D3	Produce a realistic and comprehensive review of own performance, describing ways to improve.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit IT6: Using Digital Communications Technology
Learning aim(s)	A: Demonstrate the use of digital communication technologies for a given purpose B: Demonstrate communication skills in a variety of ways when using digital communication technologies for a given purpose.
Assignment title	Organising a Charity Event
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>“How do you use digital communication technologies correctly? It’s all in the mix...”</p> <p>Have you thought about how much time you spend every day talking to your friends and family? With modern technology it can be almost as easy to talk to someone around the world as someone in the same room while sharing photos and videos. In the world of work, social media and technology is also very important. It is much easier for a company to use online conferencing than to send people around the world for a meeting.</p> <p>Email is useful for sending professional messages to customers. Audio-visual communications technology, such as online conference is a great way for businesses to hold meetings and is also popular for keeping in touch with family and friends who live far away.</p> <p>Before you begin You must ensure that all members of the class will be able to fully participate in the charity activity you are considering. Remember that although the work that you will submit will be your own, listening to suggestions from others is massively important</p> <p>What you need to decide There are a few decisions that you need to make before you start this assignment.</p> <ul style="list-style-type: none"> • What is the name of the charity that you will raise money for? • What will the activities be that you will organise to raise money? • What roles will be allocated in the preparation for this event? • When will the event take place?
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<p>Task 1</p>	<p>You have been asked at your college to organise a charity event. As you have decided the details of the event, create a poster that will advertise it. You may consider creating several versions according to the social media that you are planning to use to promote it.</p> <p>Once you have created the poster you will need to promote the event on a social media page. As well as using the poster, remember that the written word is important too. You should write an accompanying text which will help to persuade people who visit your social media account to participate in your charity event.</p> <p>There are lots of students at the college who may want to come and participate. Write an email which gives details of the event and why it will be a great idea for them to attend. Don't forget to include the poster as an attachment of information for the event so that these students can help you to spread the news.</p>
<p>Checklist of evidence required</p>	<ul style="list-style-type: none"> • Your poster for the charity event. • A document containing evidence of: <ul style="list-style-type: none"> ○ The promotion of your event in a social media page or pages. This may include screenshots but must also include the text you have written to accompany your media. ○ Your email persuading people to come to the event.
<p>Criteria covered by this task:</p>	
<p>Unit/Criteria reference</p>	<p>To achieve the criteria you must show that you are able to:</p>
<p>A.P1</p>	<p>Use suitable digital communication technologies for a given purpose.</p>
<p>A.M1</p>	<p>Use digital communication technologies appropriately for a given purpose.</p>
<p>A.D1</p>	<p>Use digital communication technologies appropriately and effectively for a given purpose.</p>
<p>Task 2</p>	<p>You need to organize an online meeting using audio-visual communications technology to discuss and agree details of the event to finalise the arrangements.</p> <p>Before you have the meeting, create a short agenda which contains the items you wish to discuss.</p> <p>One of your friends is concerned about security online. Draw up a list of threats and how you and your classmates can protect yourselves from them.</p>
<p>Checklist of evidence required</p>	<ul style="list-style-type: none"> • A recording of the online meeting.* • A report containing: <ul style="list-style-type: none"> ○ Your agenda for the meeting, ○ A section about security threats and methods of protection against them.

	<ul style="list-style-type: none"> ○ A short reflection on how you felt the meeting went. <p>*If a recording is not available then your tutor will write a short statement about how your contribution to the meeting went.</p>
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Criteria covered by this task:

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P2	Demonstrate clear communication skills when using digital communication technologies for a given purpose.
B.M2	Demonstrate relevant communication skills when using digital communication technologies for a given purpose.
B.D2	Demonstrate effective communication skills when using digital communication technologies for a given purpose.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit IT8: Creating a Spreadsheet to Solve Problems
Learning aim(s)	A: Create a simple spreadsheet to solve problems for a specific purpose. B: Present information in different ways to meet a specific purpose.
Assignment title	Smartafone Sales
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>“Spreadsheets are like music; when constructed elegantly enough, they can be used to simply communicate sophisticated ideas to audiences who wouldn’t otherwise be interested in details.”</p> <p>Have you ever had to do a lot of calculations and present information quickly or in an interesting and creative way? A spreadsheet can help you do those kinds of tasks with ease; it is simply a document that shows information in an organised way.</p> <p>You will create a spreadsheet to help you carry out mathematical operations such as addition, subtraction, multiplication, division, averages and totals. Spreadsheet software also allows you to sort non-numeric data, quickly getting the results you are looking for. Spreadsheet programs allow you to easily change the appearance of your information, including layouts. In this assignment, you will show you can create spreadsheets to solve problems and present information in different ways, using numbers, text, and graphs.</p>
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Task 1	<p>Smartafone Ltd is a small start-up company based in the South East London area.</p> <p>The company runs a number of shops specialising in buying and selling new and reconditioned phones, plus advising customers about the best contracts available to them.</p> <p>Outside of your college studies, you have managed to get a work experience placement at the company offices in Surrey Quays in their finance department.</p> <p>The Chief Finance Office (CFO) has asked you to pilot the design and creation of a spreadsheet which will show weekly sales for the Lewisham branch of the company.</p>
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	<p>As this spreadsheet is a pilot, you do not have to take in to account the shop's entire stock. However, the spreadsheet should contain the sales information for no less than twenty phone models and five peripheral devices. The CFO would like to see the number of units sold over each day of the week, with totals for both the amount sold and the income generated. This information should include totals for each model as well as an overall total for all sales.</p> <p>Once you get this information she has asked you to show which models are the week's best-sellers so that they can be featured on the website to generate even more sales. At the same time she would like to see which model is selling poorly so it could potentially be replaced.</p> <p>She would also like to see whether these sales reach the weekly target of £25,000. As there are five salespeople working in this branch, she would like to discover the average weekly sales for the workforce.</p> <p>Smartafone's CFO is responsible for pricing to ensure they remain competitive. So, she would also like you to include the prices for the same models from at least one competitor. Your spreadsheet should be able to show her the difference in the prices. You may use a linked sheet for this if you choose.</p> <p>You should keep a production log of any errors that you make, saying how you corrected them. Also, if you give your spreadsheet any additional functionality (which would please her) this should also be included in your log.</p>
<p>Checklist of evidence required</p>	<ul style="list-style-type: none"> • Your complete spreadsheet that is fit for purpose (using Microsoft Excel). <p>The spreadsheet should contain calculations for the specific purposes outlined in the scenario, applying at least two formulae and two functional formulae. It should show that you can input and edit data accurately. The formatting (colour and shading) should be appropriate for the organisation and all types of data should be formatted correctly (currency, numerical and so on).</p> <ul style="list-style-type: none"> • A report containing: <ul style="list-style-type: none"> ○ A brief introduction to the assignment • Screenshots of your spreadsheet, including: <ul style="list-style-type: none"> ○ The spreadsheet in datasheet and formula views ○ The totals sales in ascending order of currency ○ The total sales in descending order of number (i.e. number sold) ○ The phone models sorted alphabetically by brand

	<ul style="list-style-type: none"> ○ The phone models filtered for one brand only (e.g. Apple or Samsung) ○ Any additional information that you wish to be included in this report (this may be elements that are not in the scenario but that you came up with). <ul style="list-style-type: none"> • A production log, including: <ul style="list-style-type: none"> ○ Any errors that you have identified and corrected during the creation of the spreadsheet ○ Any additional functionality that you added after you had designed the spreadsheet.
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Criteria covered by this task:

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Create a simple spreadsheet with basic calculations to solve problems.
A.M1	Create a simple spreadsheet with appropriate calculations to solve most problems.
A.D1	Create a simple spreadsheet with comprehensive calculations to solve the majority of problems.

Task 2	<p>Now you have created your spreadsheet, the CFO has asked you to present some of the information as different types of graphs and charts.</p> <p>She is going to leave this to you, but in conversations you have had with her, you have been able to get an idea about what is important to her. She really doesn't like information that "presents nothing" as she says!</p> <p>The CFO really likes to keep tabs on competitors to make sure that the company's prices are going to drive people in to Smartafone's shops first.</p> <p>Sales are important to her too. She regularly talks about how many models are 'hot' and how many have been sold. As a Chief Finance Officer, she is also very interested in how much money each model is making.</p> <p>You need to come up with a set of charts and graphs (minimum of three) which suit her needs. You know that the CFO likes everything to be correct. As such, your charts and graphs should clearly present information, be of at least two appropriate types and include correct titles, axis labels and legends.</p> <p>Your colleague Kemi has mentioned to you that the CFO likes to have short explanations about visual information, too. So, when you create each chart or graph, you must be able to tell her what it is all about.</p>
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Checklist of evidence required	<ul style="list-style-type: none"> • A report containing: <ul style="list-style-type: none"> ○ A short introduction ○ Screenshots of your charts and graphs (minimum of three), ○ a brief explanation of what each chart or graph shows.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P2	Present simple graphical information to meet a specific purpose.
B.M2	Present relevant graphical information to meet a specific purpose.
B.D2	Present well-organised graphical information in different ways to meet a specific purpose.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit IT9: Creating a Website
Learning aim(s)	A: Create a simple website for a specific purpose B: Review the finished simple website for a specific purpose
Assignment title	My Favourite Animal
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>"Animals come in all shapes and sizes. Big or small, furry or slimy, everyone has an animal they love. I want to let the world know about my favourite."</p> <p>How often do you use a website? Have you ever wondered how they are made? Websites have many purposes such as to promote an event, advertise products or services and provide information.</p> <p>You are going to create an interactive multimedia website about your favourite animal that you can share with your friends and family.</p> <p>The species does not have to be around now. So, if you want to create a website about a dinosaur or other extinct animal, go right ahead!</p>
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Task 1	<p>Create a storyboard of the pages, content and design, colour of your website and how they will link. You can do this manually or onscreen.</p> <p>Now create your website and ensure you identify where you collected external information from, showing awareness of copyright issues.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Storyboard • Interactive Website • Document identifying sources of information and awareness of copyright

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Produce an outline design for a website that meets a specific purpose
A.M1	Produce a design that mostly meets a specific purpose
A.D1	Produce a coherent design for a simple website that effectively meets a specific purpose

A.P2	Create a website with limited functionality that meets the specific purpose in some ways
A.M2	Create a website that mostly functions as intended and mostly meets a specific purpose
A.D2	Create a coherent website that functions as intended and meets a specific purpose
Task 2	Review your website explaining what went well, what did not go well, what changes you made during the process and how you would improve it for the future.
Checklist of evidence required	<ul style="list-style-type: none"> • A report • Your tutor may write a supporting Record of Practical Activity.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Identify whether the final website meets a specific purpose, listing some ways to improve it.
B.M3	Describe how the final website meets its purpose, briefly describing ways to improve it.
B.D3	Explain how the final website meets its purpose, including why any changes were made to improve usability during the process.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit B7: Branding a Product
Learning aim(s)	A: Create a brand logo and strapline for a product for a target market B: Present a brand logo and strapline for a product to an audience.
Assignment title	The Universal Charger
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>"Products are created in a factory, but brands are created in the mind."</p> <p>Branding is one of the most important aspects of any business, no matter its size. If there are similar products on the market, then the branding a company uses can give it a real advantage. It takes imagination and time to create the branding for a company and its products. Think of golden arches and they immediately bring to mind a particular company and its products – it's the same with a certain fruit with a bite taken out of it. The list could go on...</p> <p>Not only that, but a product will also often have a strapline – something that sums it up in just a few words. When you read "Just do it" or "Think different", what companies and products come to mind?</p> <p>You are going to develop a company logo, product logo and a strapline for the product. It's going to take some thinking! To begin with, you will need to think about what your target market (the people who will buy the product) is and develop your logos accordingly. Once you have created them, you will present them before an audience of your peers – to explain your creative decisions and get their input on them.</p>
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Task 1	<p>Smartafone Ltd is a small start-up company based in the South East London area. The company runs a number of shops specialising in buying and selling new and reconditioned phones, plus advising customers about the best contracts available to them.</p> <p>The company has a Research and Development unit dedicated to green solutions. It has created a new product – a universal charger. This standard cable for all devices will, it is hoped, reduce electronic waste and enable customers to recharge their devices using just one cable for all.</p>
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	<p>Outside of your college studies, you have managed to get a work experience placement at the company offices in Surrey Quays in their marketing department.</p> <p>The company directors wish to change the branding of the organisation in preparation for the release of the universal charger on to the marketplace.</p> <p>You have been asked to create a new logo for the company. Not only that, but you have also been asked to create a logo and strapline for the new product. The target market will be environmentally conscious 14–25-year-olds.</p> <p>Remember, for your design you should include features of a logo: colour, shape, a design to make it stand out from competitors and specific to the target market. Try to make your strapline as captivating as possible, using expressive language to appeal to the target market.</p> <p>The ‘big idea’ that lies at the heart of the business is that Smartafone’s products will be environmentally friendly. The values that the logos portray should reflect this.</p>
Checklist of evidence required	<p>Your design documentation containing:</p> <ul style="list-style-type: none"> • A short report containing <ul style="list-style-type: none"> ○ An explanation of how your design meets the design brief. ○ An explanation of how you considered the target market when creating your logos. ○ Your strapline for the product, explaining how it is suitable for the product. • Your company logo and product logo in digital format.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Develop a basic brand logo and strapline for a product that shows some consideration of design features.
A.P2	Show limited consideration of the target market when developing a brand logo and strapline for a product
A.M1	Develop an appropriate brand logo and strapline for a product that considers most of the features of design.
A.M2	Show some consideration of the target market when developing a brand logo and strapline for a product.
A.D1	Develop a creative brand logo and strapline for a product that considers most of the features of design
A.D2	Show consideration of the target market when developing a brand logo and strapline for a product.
Task 2	Now you have created your logos and written your strapline, it is time to show them to others.

	<p>Create a presentation in PowerPoint which you can use to explain your ideas to an audience. Identify and describe the reasons for the features you used in your product logo and strapline.</p> <p>Your presentation should contain slides with annotations - plus speaker notes. Once you have created your slides and notes, it will be time to present your ideas to an audience. Remember that your audience will be on your side – they want you to succeed! They really want to know about the ideas you have used in your logo and strapline design. After all, they could be the future of the company.</p>
Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Present a brand logo and strapline to an audience.
B.M3	Present a brand logo and strapline to an audience, identifying some of the reasons for choice of the features used.
B.D3	Present a brand logo and strapline to an audience, describing the reasons for the choice of features used.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit DM9: Creating an Animation
Learning aim(s)	A: Plan an animation and solve problems B: Produce an animation, demonstrating self-management.
Assignment title	Smartafone Ltd
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>“Design is creativity with strategy. It’s imagination with a plan. ”</p> <p>Wherever you go, these days, you are surrounded by animations. They are used on websites, mobile phone apps and presentations and many other things. Of course, what we see is the finished products and it’s easy to believe sometimes that someone simply sat down and created them in an afternoon.</p> <p>However, behind any impressive animation there was a methodical design process where everything was planned – from start to finish. Forward thinking and planning helps with the process of creativity enormously – as well as a positive attitude.</p> <p>You are going to make your own animation as one of a series of designs for various elements of a web page. At the beginning of this process you will identify the needs of your audience and develop your designs around them. Exploring different design options, you will build your ideas from basic paper sketches to creating a complete digital collection of images with an eye-catching animation at the heart of your work.</p>
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Task 1	<p>Smartafone Ltd is a small start-up company based in the South East London area. The company runs a number of shops specialising in buying and selling new and reconditioned phones, plus advising customers about the best contracts available to them.</p> <p>Outside of your college studies, you have managed to get a work experience placement at the company offices in Surrey Quays in their marketing department.</p> <p>The company directors wish to change the branding of the organisation.</p> <p>You have been asked to produce an animation for Smartafone’s new website using the company’s new logo as the main “character”.</p>
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	<p>Your job is to first plan the whole process. This will take the shape of a report.</p> <p>Without planning, projects fail – so it will be important for you to consider everything that you will need in order to create your animation.</p> <p>In your report you will have to include the resources you will need to create the animation. This will include the hardware and software needed as well as where you are going to create your animation and the technique that you will use. What platform will you use to deliver it?</p> <p>Time is always an important element in any project, so you will also need to create a project timeline, allocating time for each stage of the project.</p> <p>Problems may arise. You should additionally consider a contingency plan if you want to impress your line manager even more.</p>
Checklist of evidence required	<p>Your design documentation containing:</p> <ul style="list-style-type: none"> • A report plan containing <ul style="list-style-type: none"> ○ A summary of the resources, location and any other factors that are needed for you animation. ○ intended platform/media for delivery ○ hardware, software, and other resources required. • A project timeline consisting of actions to be completed and timescales. • A section that suggests solutions to potential problems for the shoot – and contingency plans if things go wrong.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Produce an outline plan for an animation, suggesting solutions to simple potential problems.
A.M1	Produce a detailed plan for an animation, suggesting solutions to potential problems.
A.D1	Produce a detailed plan for an animation, solving potential problems.
Task 2	<p>Now you have created your planning documentation, it is time to make your animation. It does not need to be long but should be a minimum of ten seconds in length.</p> <p>Select and use appropriate software tools to create your animation using your chosen technique.</p>

	<p>The animation does not have to be presented as part of a web page but should be in a suitable format for use by the company's web designer. Take frame-rate, positioning and lighting into account.</p> <p>Remember that it is very important to engage with the process in a positive manner – you may have to change your approach to your work when necessary.</p>
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Checklist of evidence required	<p>A file containing:</p> <ul style="list-style-type: none"> Your complete, short animation produced by yourself. <p>A document containing:</p> <ul style="list-style-type: none"> A description of how you engaged with the animation process in a positive and flexible way.
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Criteria covered by this task:

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Produce an outline plan for an animation, suggesting solutions to simple potential problems.
A.M1	Produce a detailed plan for an animation, suggesting solutions to potential problems.
A.D1	Produce a detailed plan for an animation, solving potential problems.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	<i>eg, work sheets, risk assessments, case study</i>

Qualification	BTEC Level 1 Introductory Diploma in Vocational Studies
Unit or Component number and title	Unit B12: Communicating with Customers
Learning aim(s)	A Communicate with customers in customer service situations. B Solve problems when communicating with customers.
Assignment title	Great Customer Service!
Assessor	An Assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>"Our attitude towards others determines their attitude towards us."</p> <p>Customers are a vital part of any organisation, whether it is a product or a service that is being sold. Businesses must keep their customers happy, so that they come back. A happy customer is also likely to recommend your company to friends and family.</p> <p>So it is vital that when you are in contact with customers that you communicate well with them. Your job might involve helping customers to find what they need – and buy what they need! That will mean that they are happy when they leave the business. Communicating well means that you have provided good customer care.</p> <p>You are employed as a shop assistant at a shop that sells products and services related to home computer use. As part of the company's training programme, you will be presented with a number of different scenarios where you will deal with customers. You will provide assistance, making sure you use communication skills and behaviours and resolve problems when communicating with customers.</p> <p>The customer will be "played" by your trainer or one of the other trainees.</p>
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Task 1	<p>Xiang is a new customer who is considering buying a PC from the shop.</p> <p>She will be working from home and accessing her company's network remotely. Her files will be stored on OneDrive. She wants to make sure that the brand of PC she is considering will enable her to do this.</p> <p>Your job is to explain how to do the above using both your verbal and non-verbal communication skills. You will demonstrate to</p>
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	<p>Xiang how to login to the network drive and access her files, answering any questions she may have as you proceed. Xiang would also like some documentation after the meeting, explaining the processes you have described.</p> <p>You must produce a document which guides Xian through the process of switching on their computer, logging-on to the system, navigating to OneDrive and then accessing their files.</p>
<p>Checklist of evidence required</p>	<ul style="list-style-type: none"> • A brief report containing instructions about logging in, accessing the network and files on OneDrive. • A recording of your meeting with the customer* <p>*If a recording is not available then will write a short report about what happened in the meeting and how you used verbal and non-verbal communication skills in a customer service situation. Your tutor will write a short statement to confirm the contents of your report.</p>
<p>Criteria covered by this task:</p>	
<p>Unit/Criteria reference</p>	<p>To achieve the criteria you must show that you are able to:</p>
<p>A.P1</p>	<p>Use basic verbal communication skills in customer service situations.</p>
<p>A.M1</p>	<p>Use competent verbal and non-verbal communication skills in customer service situations.</p>
<p>A.D1</p>	<p>Use confident verbal and non-verbal communication skills in customer service situations.</p>
<p>Task 2</p>	<p>A customer has booked a meeting with you to talk about a new printer they have recently purchased from the business.</p> <p>You are aware that there is concern about the number of support calls that have been made in respect of the equipment and you want to ensure you can solve any of the problems the customer has been having. On the booking notes for the meeting, the customer has mentioned that they are having a number of problems with the printer but have not been specific about them.</p> <p>Before you meet with the customer, you decide to do some investigation. Examine the equipment and produce a brief written summary including as a minimum:</p> <ul style="list-style-type: none"> • basic specification • description of safety precautions • connections. • driver information • driver version numbers • self-test programs (including LCD or LED display information) • type of consumables (cartridge and paper) • the price of the consumables

	<p>A list of potential or known problems should also be included. This must include information on how the customer can avoid or overcome the problems. Include any potential or known problems and information on how the customer can avoid or overcome the problems. This will help you when you are face-to-face with the customer.</p> <p>When the customer meets with you, allow them to explain the issues that they have. Communicate your solutions clearly to your customer and try to solve the problems they are having with their printer.</p>
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Checklist of evidence required	<ul style="list-style-type: none"> • A brief report containing information about the printer: <ul style="list-style-type: none"> ○ basic specification ○ description of safety precautions ○ connections. ○ driver information ○ driver version numbers ○ self-test programs (including LCD or LED display information) ○ type of consumables (cartridge and paper) ○ the price of the consumables ○ a list of potential or known problems connected to the printer. • A recording of your meeting with the customer* <p>*If a recording is not available then will write a short report about how your contribution to the meeting went and how effective you were at solving the problems the customer was experiencing. Your tutor will write a short statement to confirm the contents of your report.</p>
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Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P2	Demonstrate some ability to solve problems when communicating with customers.
B.M2	Demonstrate ability to solve problems when communicating with customers, making suggestions for solutions.
B.D2	Demonstrate a confident ability to solve problems when communicating with customers, suggesting solutions and making decisions.

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	

Accreditation and Progression

Further support and Guidance