

BTEC Level 2 Technical Certificate in IT Support: Sample Delivery Plan

Introduction

This document is aimed at supporting tutors and those delivering BTEC Level 2 Technical qualifications from September 2017. Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have therefore produced two sample delivery plans showing how the BTEC Level 2 Technical Certificate in IT Support could be delivered over 6 or 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

Overview of course delivery and assessment

The **BTEC Level 2 Technical Certificate in IT Support** has 240 GLH and the TQT (total qualification time) is 285 hours. It consists of four mandatory units.

Involving employers in the assessment/delivery

Employer involvement in the delivery and/or assessment of technical qualifications is essential. You will need to give evidence of how you have provided opportunities for all your learners to undertake meaningful activity involving employers. 'Meaningful activity' could include:

- structured work experience or work placements, in particular in Unit 4 where it is suggested that learners could shadow the work of IT Support Technicians and provide support on an IT service desk.
- projects, exercises, tasks or assessments set with input from industry practitioners. This could involve IT Support Technicians from industry helping with the development of realistic assessment scenarios.
- units delivered or co-delivered by an industry practitioner, e.g. masterclasses or guest lectures around how they are using technology in their organisation to achieve business objectives. In particular, this is of use in Unit 2.
- industry practitioners operating as expert witnesses, contributing to the assessment of a learner's work, particularly when learners are setting up and configuring systems (Unit 1).

For this qualification, employer involvement should be from appropriate individuals working in the IT sector – in particular, centres are encouraged to make contact with local businesses that employ IT Support Technicians. Building strong links with these individuals will be integral to the incorporation of meaningful employer involvement within units. The qualification specification should be referred to for details of suggested employer involvement in each unit. The following units have suggestions for employer involvement either in the delivery or assessment:

- Unit 1: Set Up and Configure Technology Systems
- Unit 2: Exploring Current and Emerging Technologies
- Unit 4: Working as an IT Support Technician.

Which units are assessed externally?

Unit 3 is assessed externally. Assessment for this unit takes the form of an onscreen test that lasts 75 minutes and is set and marked by Pearson, available on demand, with the first assessment in January 2018.

Internally assessed units

Units 1, 2 and 4 are assessed through assignments set and marked by the centre. The assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities.

Unit 4 provides the main synoptic assessment for this qualification. It is designed to take place towards the end of the programme and draws on the learning throughout. The assessment for this unit takes the form of a practical demonstration of learner knowledge and skills gained from Units 1 to 3.

Induction

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, the importance of command words, how to work to meet deadlines, the consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

This document focuses on providing key dates to plan around and examples of how your course delivery could be structured, set out in the sections below:

Section 1: Sample delivery plan – 12-month model

- A chart setting out key deliverables over a 12-month period (two semesters)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Section 2: Sample delivery plan – 6-month model

- A chart setting out key deliverables over a 6-month period (one semester with 2 x 12-week teaching blocks)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Further support can be found within the relevant specification on the Pearson website (<http://qualifications.pearson.com/en/qualifications/btec-technicals/it-support.html>).

SECTION 1: Sample 12-month delivery plan

This plan shows how you could deliver the teaching and learning over two semesters (12 months). It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	SEMESTER 1		SEMESTER 2		TOTAL HOURS (GLH IN CLASSROOM)
	Unit no.	Classroom hours	Unit no.	Classroom hours	
	1	60	2	60	120
	3	60	4	60	120
	Total hours (GL and non-GL)	GL: 120 Non-GL: 12.5	Total hours (GL and non-GL)	GL: 120 Non-GL: 12.5	
TOTAL HOURS PER SEMESTER		132.5		132.5	
PER WEEK (18-week semester)		7.35 (incl. non-GL)		7.35 (incl. non-GL)	

Week-by-week breakdown over 12 months

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

SEMESTER 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1	IND	LA C1	LA A1	LA A2	LA A3	LA A4	LA B1	LA B2	LA B3
Unit 3	IND	LA A1	LA A2	LA A3	LA A3	LA A4	LA A4	R	LA B1

SEMESTER 1 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit 1	LA B4	LA B5	LA B5	LA B5	LA C2	LA C2	SA	SA	SA
Unit 3	LA B1	LA B2	LA B2	R	LA C1	LA C2	R	R	EXT

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

SEMESTER 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 2	IND	LA A1	LA A1	LA A2	LA A3	LA A3	LA A4	SA	SA
Unit 4	IND	LA A1	LA A2	LA A3	LA A4	SA	LA B1	LA B1	LA B2

SEMESTER 2 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit 2	LA B1	LA B1	LA B2	LA B2	LA B3	LA B3	SA	SA	SA
Unit 4	LA B2	LA B3	SA	SA	SA	LA C1	LA C2	LA C3	SA

Sample 12-month plan – rationale

General assumptions that have been made are as follows:

- Most delivery centres for this post-16 qualification deliver qualifications over a 36-week academic year, with the year separated into two semesters.
- Semester 2 includes an induction week (for those centres who are intending to operate with a twice yearly intake).

Suggestions for which units to teach in Semester 1

You should consider delivering Units 1 and 3 in the first semester. Unit 1 provides underpinning knowledge. Studying Unit 3 (the externally assessed unit) towards the start of the programme ensures that the concepts can be reinforced through activities in other units, embedding the learning and still allowing time for learners to sit the assessment twice if necessary.

Delivering Unit 1:

- LA C1 – This is the health and safety content and it should be delivered first to ensure that all practical work is carried out safely.
- The content should be covered practically between weeks 2 and 15 with learners experiencing a range of technology systems, installing hardware and software, configuring and testing the systems and understanding how to implement security and backup procedures.
- Learners will be studying Unit 3 at the same time, which will supplement their learning for this unit as it explores hardware and software used for security in more depth.
- This allows learners to carry out practical tasks for assessment at the end of the unit (three weeks have been allowed for this activity).
- The assessment time for Unit 1 should be considered in light of the centre's availability of specialist equipment.

Delivering Unit 3:

- The suggested approach for this unit is to work through the content in the order it appears in the specification.
- On completion of each learning aim, a revision week has been mapped to enable learners to revise the topic before moving to the next.
- An additional revision session for the whole unit has been included prior to external assessment.

Suggestions for which units to teach in Semester 2

Units 2 and 4 are recommended for the second semester so that learners can explore emerging technology having already examined and understood existing technology. This will also enable learners to use new technologies (if appropriate) as part of their Unit 4 development and final assessment.

Delivering Unit 2:

- Straightforward delivery in line with, and in order of, specification content.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.

Delivering Unit 4:

- Straightforward delivery in line with, and in order of, specification content.
- Outcomes A and C are short and sharp, with an assessment point for each assignment at the end of the topic.
- There are three weeks mapped (weeks 12 to 14 inclusive) for learners to carry out their practical assignment across a range of tasks and scenarios.

SECTION 2: Sample 6-month delivery plan

This plan shows how you could deliver the teaching, learning and assessment over one semester consisting of two 12-week blocks. It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	BLOCK 1: Weeks 1–12		BLOCK 2: Weeks 13–24		TOTAL HOURS (GLH IN CLASSROOM)
	Unit No.	Classroom hours	Unit No.	Classroom hours	
	1	60	2	60	120
	3	60	4	60	120
	Total hours (GL and non-GL)	GL: 120 Non-GL: 12.5	Total hours (GL and non-GL)	GL: 120 Non-GL: 12.5	
TOTAL HOURS PER TEACHING BLOCK		132.5		132.5	
PER WEEK (12-week block)		11		11	

Week-by-week breakdown over 6 months

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

BLOCK 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1	IND	LA C1 LA A1	LA A2	LA A3	LA A4	LA B1 LA B2	LA B3 LA B4	LA B5	LA B5	LA C2	SA	SA
Unit 3	IND	LA A1 LA A2	LA A3	LA A3 Start LA A4	LA A4	R	LA B1	LA B2	R	LA C1 LA C2	R	EXT

BLOCK 2

	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 2	LA A1	LA A2	LA A3	LA A4	SA	SA	LA B1	LA B1	LA B2	LA B3	SA	SA
Unit 4	LA A1 LA A2	LA A3 LA A4	SA	LA B1	LA B2	LA B3	SA	SA	SA	LA C1 LA C2	LA C3	SA

Sample 6-month plan – rationale

General assumptions that have been made are as follows:

- Centres may be seeking to start programmes later in the year and run them over a shorter period to accommodate learners leaving other programmes around Christmas (prior to the ILR and therefore in time to start something new in January).
- No induction week has been included in the second block.

Suggestions for which units to teach in Block 1

You should consider delivering Units 1 and 3 in the first block. Unit 1 provides underpinning knowledge. Studying Unit 3 (the externally assessed unit) towards the start of the programme ensures that the concepts can be reinforced through activities in other units, embedding the learning and still allowing time for learners to sit the assessment twice if necessary.

As there are more hours per week recommended for this shorter programme, some weeks contain more than one learning aim.

Delivering Unit 1:

- LA C1 – This is the health and safety content and it should be delivered first to ensure that all practical work is carried out safely.
- The content should be covered practically between weeks 2 and 10 with learners experiencing a range of technology systems, installing hardware and software, configuring and testing the systems and understanding how to implement security and backup procedures.
- Learners will be studying Unit 3 at the same time, which will supplement their learning for this unit as it explores hardware and software used for security in more depth.
- This allows learners to carry out practical tasks for assessment at the end of the unit (two weeks have been allowed for this activity).
- The assessment time for Unit 1 should be considered in light of the centre's availability of specialist equipment.

Delivering Unit 3:

- The suggested approach for this unit is to work through the content in the order it appears in the specification.
- On completion of each learning aim, a revision week has been mapped to enable learners to revise the topic before moving to the next.
- An additional revision session for the whole unit has been included prior to external assessment.

Suggestions for which units to teach in Block 2

Units 2 and 4 are recommended for the second block so that learners can explore emerging technology having already examined and understood existing technology. This will also enable learners to use new technologies (if appropriate) as part of their Unit 4 development and final assessment.

Delivering Unit 2:

- Straightforward delivery in line with, and in order of, specification content. Slightly more time has been given to B1 than B2 and B3 as it is important that learners fully appreciate the benefits to an organisation of investing in and adopting emerging technologies.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.

Delivering Unit 4:

- Learning aims A and C have been compacted into two weeks (per aim) to ensure that there is sufficient time for practical assessment of outcome B.
- There are three weeks mapped (weeks 12 to 14 inclusive) for learners to carry out their practical assignment across a range of tasks and scenarios.