

Pearson  
BTEC Level 1  
Introductory in  
**Information  
Technology**



# Specification

*First teaching from September 2019*

Pearson BTEC Level 1 Introductory Award in Information Technology  
Pearson BTEC Level 1 Introductory Certificate in Information Technology  
Pearson BTEC Level 1 Introductory Diploma in Information Technology



**Pearson  
BTEC Level 1 Introductory  
Award in Information  
Technology**

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BTEC Level 1 Introductory  
Certificate in Information  
Technology**

**Pearson  
BTEC Level 1 Introductory  
Diploma in Information  
Technology**

**Specification**

First teaching September 2019

Issue 4

### **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](https://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](https://qualifications.pearson.com/contactus)

### **About Pearson**

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This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Information Technology Issue 4 changes

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
The TQT values for the Pearson BTEC Level 1 Introductory Certificate in Information Technology and Pearson BTEC Level 1 Introductory Diploma in Information Technology have been updated.	Page 2

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Information Technology. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the IT sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Information Technology (70 GLH)  
(Qualification Number 603/5006/4)

Pearson BTEC Level 1 Introductory Certificate in Information Technology (180 GLH)  
(Qualification Number 601/8582/X)

Pearson BTEC Level 1 Introductory Diploma in Information Technology (360 GLH)  
(Qualification Number 601/8583/1)

The information in this specification is correct at the time of publication.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Award in Information Technology</b>	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
<b>Pearson BTEC Level 1 Introductory Certificate in Information Technology</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the IT sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Information Technology</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the IT sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Information Technology is a qualification having:

- Total Qualification Time: 80 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Information Technology is a qualification having:

- Total Qualification Time: 197 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Information Technology is a qualification having:

- Total Qualification Time: 399 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<b>Communication</b> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<b>Working with others</b> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<b>Problem solving</b> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<b>Managing information</b> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<b>Self-management and development</b> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

## **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

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 the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

# 1 Qualification purpose and objective

## Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Information Technology

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Information Technology are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the IT sector and could be studied alongside other subjects.

The Certificate offers an introduction to the IT sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the IT sector.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Information Technology are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

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.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For IT, the units cover activities such as solving technical IT problems, creating a website and developing a digital product.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in IT. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in IT could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeship in IT Users Skills or BTEC Level 2 Diploma in Professional Competence for IT and Telecoms Professionals, or to Level 2 qualifications in other sectors.

## **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

## **How do the Award, Certificate and Diploma sizes differ in purpose?**

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

## 2 Structure

### Pearson BTEC Level 1 Introductory Award in Information Technology

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Information Technology			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete this unit</b>		
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit from this group</b>		
<b>IT5</b>	Developing Digital Information Using IT	<b>40</b>	<b>Sector</b>
<b>IT6</b>	Using Digital Communication Technologies	<b>40</b>	<b>Sector</b>
<b>IT7</b>	Solving Technical IT Problems	<b>40</b>	<b>Sector</b>
<b>IT8</b>	Creating a Spreadsheet to Solve Problems	<b>40</b>	<b>Sector</b>
<b>IT9</b>	Creating a Website	<b>40</b>	<b>Sector</b>
<b>IT10</b>	Creating a Computer Program	<b>40</b>	<b>Sector</b>
<b>IT11</b>	Developing a Digital Product	<b>40</b>	<b>Sector</b>
<b>IT12</b>	Creating a Digital Animated Graphic	<b>40</b>	<b>Sector</b>

### Pearson BTEC Level 1 Introductory Certificate in Information Technology

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Information Technology			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units</b>		
<b>IT5</b>	Developing Digital Information Using IT	<b>40</b>	<b>Sector</b>
<b>IT6</b>	Using Digital Communication Technologies	<b>40</b>	<b>Sector</b>
<b>IT7</b>	Solving Technical IT Problems	<b>40</b>	<b>Sector</b>
<b>IT8</b>	Creating a Spreadsheet to Solve Problems	<b>40</b>	<b>Sector</b>
<b>IT9</b>	Creating a Website	<b>40</b>	<b>Sector</b>
<b>IT10</b>	Creating a Computer Program	<b>40</b>	<b>Sector</b>
<b>IT11</b>	Developing a Digital Product	<b>40</b>	<b>Sector</b>
<b>IT12</b>	Creating a Digital Animated Graphic	<b>40</b>	<b>Sector</b>



## Pearson BTEC Level 1 Introductory Diploma in Information Technology

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Information Technology			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>IT5</b>	Developing Digital Information Using IT	<b>40</b>	<b>Sector</b>
<b>IT6</b>	Using Digital Communication Technologies	<b>40</b>	<b>Sector</b>
<b>IT7</b>	Solving Technical IT Problems	<b>40</b>	<b>Sector</b>
<b>IT8</b>	Creating a Spreadsheet to Solve Problems	<b>40</b>	<b>Sector</b>
<b>IT9</b>	Creating a Website	<b>40</b>	<b>Sector</b>
<b>IT10</b>	Creating a Computer Program	<b>40</b>	<b>Sector</b>
<b>IT11</b>	Developing a Digital Product	<b>40</b>	<b>Sector</b>
<b>IT12</b>	Creating a Digital Animated Graphic	<b>40</b>	<b>Sector</b>

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. IT1, IT2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the IT qualifications.

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# Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

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.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

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.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then 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.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>



## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- 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.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

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.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. 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. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

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.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Demonstrate the ability to work with others on a given activity</p>	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:               <ul style="list-style-type: none"> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> </ul> </li> <li>Witness statement from tutor.</li> </ul>
<p><b>B</b> Review own and others' performance on a given activity</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

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.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the 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. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

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.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

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.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit IT5: Developing Digital Information Using IT

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will design and present information for a specific audience using IT. They will explore design elements and use different types of software to produce engaging information.

## Unit introduction

Information is all around us, it encourages us to pay attention, to learn and explore, and to communicate with different audiences. As we live in an increasingly digital age, this affects the way we present information, from social media through to digital newsletters. With all the competition for viewers' or readers' attention, the information you present needs to be clear and look good to make it stand out.

In this unit, you will learn different ways of producing and presenting high-quality information that is engaging and creative. You will use different page designs, including layout and formatting, and embed materials such as video, graphics and images to present information in a dynamic and interesting way.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Develop digital information using IT for a specific audience
- B** Review own performance when developing digital information.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Develop digital information using IT for a specific audience	<ul style="list-style-type: none"> <li>• Factors to consider when presenting information</li> <li>• Design for digital information</li> <li>• Using appropriate software, tools and techniques</li> </ul>	Portfolio of evidence, including: <ul style="list-style-type: none"> <li>• information design</li> <li>• an electronic submission/printout of the finished information</li> <li>• review of own performance</li> <li>• tutors' observation records.</li> </ul>
<b>B</b> Review own performance when developing digital information		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Researching information about types of product and features of software</li> <li>• Using software tools and techniques</li> <li>• Designing an end product</li> <li>• Ready-made assets</li> <li>• Dynamic and creative information</li> </ul>	<ul style="list-style-type: none"> <li>• Features of software</li> <li>• Factors to consider when developing information</li> <li>• Types of information and assets</li> <li>• Purpose of different information</li> <li>• Knowledge of audience needs</li> <li>• Basic awareness of copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Managing information</li> <li>• Self-management</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Read and understand texts in detail and use information contained in text</li> <li>• Write clearly and coherently, including appropriate level of detail, and present information in a logical sequence using language, format and structure suitable for purpose and audience.</li> <li>• Use correct grammar, including correct and consistent use of tense on all products that will be presented.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, e.g. resizing graphics, resizing images, changing margins, calculating page space, calculating maximum storage allowance.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Factors to consider when presenting information

- Purpose of presenting information, e.g. inform, educate, advertise, persuade.
- Audience type, e.g. young children, adults, business, charity, general public.
- Types of information, e.g. text, numbers, graphics, images, tables, charts, web links, video.
- Types of product, e.g. digital newsletter, interactive quiz, digital poster, digital leaflet, blog, vlog.
- Software features, e.g. hyperlinks, buttons, mouse overs.
- Copyright – constraints, using content made by others legally, permissions.

#### Design for digital information

- Design to include:
  - types and purpose of information
  - ready-made assets required
  - target audience
  - software tools and techniques
  - visual elements.

#### Using appropriate software, tools and techniques

- Formatting, e.g. font style, size and colour, animated text and graphics, transitions and animation, bullets, bold, underline, italic, borders.
- Page layout, e.g. margins, line spacing.
- Interactive elements – buttons, hyperlinks, sound effects.
- File format, e.g. PNG, MP3, MP4.
- Check documents, e.g. spellcheck, grammar check, print preview.
- Editing techniques appropriate to the type of information, e.g. copy, cut, paste, find, replace, crop, position, and rotate.
- Manage files and assets, e.g. resizing graphics/images, file size reduction.
- Store and retrieve files, e.g. name, open, save, save as.

#### Transferable skills

- Managing information: researching information, e.g. appropriate structure, layout of digital information, researching contents, e.g. when and how text, table, graphs, images and videos should be used.
- Self-management: reviewing own performance for improvement, reviewing success of design, recommending further development to improve work.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Develop digital information using IT for a specific audience</b>		
<b>A.P1</b> Produce an outline design to develop digital information for a specific audience.	<b>A.M1</b> Produce an appropriate design to develop digital information for a specific audience.	<b>A.D1</b> Produce a coherent design to develop digital information for a specific audience.
<b>A.P2</b> Develop digital information that meets some needs of a specific audience.	<b>A.M2</b> Develop digital information that meets most needs of a specific audience.	<b>A.D2</b> Develop digital information that comprehensively meets the needs of a specific audience.
<b>Learning aim B: Review own performance when developing digital information</b>		
<b>B.P3</b> Produce an outline review of own performance, listing ways to improve.	<b>B.M3</b> Produce a realistic review of own performance, briefly describing ways to improve.	<b>B.D3</b> Produce a realistic and comprehensive review of own performance, describing ways to improve.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- produce a coherent design, including:
  - a screen layout showing detailed information and how and where it will be displayed
  - annotations and/or a detailed description about how the digital information meets the needs of a specific audience
- produce digital information that will fully function and comprehensively meet the needs of a specific audience
- produce a comprehensive review of their performance that covers how they structured the information clearly to meet the needs of an audience. They will realistically reflect on their performance and describe what they would do differently next time.

The digital information may include some minor errors or omissions, for example words may be misspelt or graphics may not be realistic.

#### **For merit standard**, learners:

- produce an appropriate design, including:
  - a screen layout showing most information and how and where it will be displayed
  - annotations or a brief description about how the digital information meets the needs of a specific audience
- produce digital information that will mostly function for a specific audience
- produce a detailed review of their performance that covers how they organised and presented information to meet the needs of an audience. Learners' evidence will include some reflection of their performance, briefly describing what they would do differently next time.

#### **For pass standard**, learners:

- produce an outline design, including:
  - a screen layout showing limited information and where it will be displayed
  - annotations listing how the digital information will meet the needs of a specific audience
- produce digital information with some functionality for a specific audience
- produce an outline review of their performance, listing what they would do differently next time.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit: Types and purpose of information

Whole-class discussion on the different types of information presented to different audiences or for a different purpose. Learners consolidate ideas into a spider diagram. Learners participate in group work to:

- match the different types of presented information to their purposes, recording evidence
- explore audience types and their needs – again, recording evidence
- give feedback to the whole group, consolidating different types of evidence.

Learners should explore the factors they need to consider when presenting information and produce a presentation on it. They could find examples of poorly presented information to feed back to the group.

**Suggested time:** about 6 hours.

### Activity: Explore multimedia design software

Tutors explain different types of software applications that may be used to produce digital information and demonstrate the difference between static and dynamic information.

Learners explore, research and save information for multimedia design.

Learners start their plan and design for a scenario given to them by tutors.

Learners set up a blog and practise inputting information and graphics/images. This can be used to review their progress.

**Suggested time:** about 8 hours.

### Activity: Planning using storyboard method

Tutors give a presentation on planning and design techniques and show exemplar storyboard.

Learners need to complete a detailed design plan that includes the type of product, audience, purpose and type of information, plus assets and design factors.

**Suggested time:** about 6 hours.

### Activity: Tools and techniques

Tutors demonstrate the features of a software package using different tools and techniques, including text formatting, page layout, tables, images, graphs, illustrations, and embedded objects such as buttons and web links.

Learners practise using software tools and techniques for given information.

**Suggested time:** about 6 hours.

### Activity: Creating a digital product

Tutors demonstrate the creation of digital information using multimedia features, explaining the ready-made assets required, interactive elements (mouse over, sound effects, hyperlinks, buttons), file formats (PNG, PSD, SWF, MP3, MP4 or any suitable file type) and design aspects (fonts, colours, templates, backgrounds).

**Suggested time:** about 8 hours.

### Activity: Testing and reviewing content

Tutors demonstrate how to test different types of information and features added before presenting to an audience. Learners design interactive information.

Learners review their performance, identifying areas to be improved.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Murder who is a company that offers murder mystery weekends. Guests are given period costume, breakfast and dinner and are then invited to solve the mystery of a guest who has been 'murdered'.

The company needs digital information using IT to advertise the weekends.

You will need to produce a design for how to advertise this information using IT. You will then need to develop your digital information to meet the audience's needs and review how you carried this out.

### **If a retake is necessary, an alternative activity must be used. The following is an example of a retake activity.**

You have been asked by a company that provides ghost tours to produce a digital brochure for customers. The company would like dynamic, interactive and engaging information.



# Unit IT6: Using Digital Communication Technologies

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in using digital communication technologies, including email, social media and audio-visual communications safely for a given purpose.

## Unit introduction

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.

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.

In this unit, you will learn to use different digital communication technologies. You will develop skills in posting information on social media sites, sending emails and holding online meetings. You will also look at the safety risks of using digital media.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- 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.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Demonstrate the use of digital communication technologies for a given purpose</p>	<ul style="list-style-type: none"> <li>Digital communication technologies</li> <li>Skills in using digital communication technologies</li> <li>Using digital communication technologies safely and securely</li> </ul>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> <li>printouts</li> <li>annotated screenshots</li> <li>video footage</li> <li>witness testimony</li> <li>tutors' observation records.</li> </ul>
<p><b>B</b> Demonstrate communication skills in a variety of ways when using digital communication technologies for a given purpose</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Creating and responding to emails</li> <li>Attaching files</li> <li>Creating social media posts and blog content</li> <li>Using audio-visual communications technology</li> <li>Managing safety and security when online</li> </ul>	<ul style="list-style-type: none"> <li>Types of digital communication technologies and their suitability for different purposes</li> <li>Security and privacy issues</li> <li>Appropriate styles of communication for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate language.</li> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling and that the meaning is clear.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Digital communication technologies

- Types of digital communication technologies, including:
  - email, e.g. Gmail™, Hotmail®
  - social media websites, e.g. Facebook®, Twitter®, Google+™
  - blogs, forums
  - audio-visual communications technologies, e.g. Skype®, Google hangouts, video calls
  - instant messaging, e.g. Facebook messaging, Windows® Live.
- Features of digital communication, including:
  - text-based, audio and online communication
  - attached files
  - one-to-one and group communication methods, e.g. mailing lists.
- Factors to consider when selecting a digital communication technology, including:
  - suitability to the purpose, e.g. personal or business communication, promotion
  - differences between instant messaging, audio-visual communications and email.

#### Skills in using digital communication technologies

- Selecting and creating content, including:
  - text with appropriate formatting
  - images
  - web links.
- Using audio-visual communications technologies (online conferencing), including audio and video equipment, e.g. collaboration with other colleagues when organising an event.
- Writing emails, including using appropriate language and tone, adding attachments, e.g. emailing an invitation to attend an event.
- Posting content on social media sites to promote business interests, for example promote an event or launch a new product.

#### Using digital communication technologies safely and securely

- Security threats resulting from the use of digital communication technologies, e.g. cyber-bullying, phishing, malware.
- Methods of protecting against security threats, e.g. regular updates, anti-virus software, firewalls, safe practices.
- Importance of safeguarding personal information and methods of protection.
- Health and safety working practices.

#### Transferable skills

- Communication: written, verbal and non-verbal communication for business purposes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the use of digital communication technologies for a given purpose</b>		
<b>A.P1</b> Use suitable digital communication technologies for a given purpose.	<b>A.M1</b> Use digital communication technologies appropriately for a given purpose.	<b>A.D1</b> Use digital communication technologies appropriately and effectively for a given purpose.
<b>Learning aim B: Demonstrate communication skills in a variety of ways when using digital communication technologies for a given purpose</b>		
<b>B.P2</b> Demonstrate clear communication skills when using digital communication technologies for a given purpose.	<b>B.M2</b> Demonstrate relevant communication skills when using digital communication technologies for a given purpose.	<b>B.D2</b> Demonstrate effective communication skills when using digital communication technologies for a given purpose.

## Essential information for tutors

### Essential information for assessment decisions

Learners need to use three different digital communication technologies to meet a specific purpose.

**For distinction standard**, learners:

- create an email and post information using social media with comprehensive content and file attachments. Information includes text, images and links in their content on social media pages, with wording and content appropriate for the purpose
- demonstrate clear and appropriate use of language (e.g. tone and wording) that meet the given purpose when using emails and social media. There may be minor spelling and/or grammar errors
- take part in an audio-visual communications (online conferencing) competently, using audio and video equipment. Learners will display clear communication skills, consistently demonstrating appropriate eye contact and body language and using language appropriately
- demonstrate the ability to use digital communication technologies with a level of independence, following procedures to ensure safe and secure use.

**For merit standard**, learners:

- create an email and post relevant information using social media with appropriate content and file attachments. Information includes text, images and/or links in their content on social media pages, with some wording and content consistent for the purpose
- demonstrate suitable use of language (e.g. wording) that meets the given purpose when using emails and social media. There may be some minor spelling and grammar errors or omissions
- take part in audio-visual communications (online conferencing) appropriately, using audio and video equipment, with minimum guidance. Learners display relevant communication skills, including appropriate eye contact, body language and some clear meaning
- demonstrate skills using digital communications with limited support, following procedures to ensure safe and secure use.

**For pass standard**, learners:

- create an email and post simple information using social media with suitable content for a given purpose but may have major omissions in the information provided. Information includes text or images in their content on social media pages
- demonstrate limited use of appropriate language, e.g. some informal wording or terms used. There may be some spelling and/or grammar errors. Information posted on social media may be missing the main points, e.g. date or location and words may be misspelt and some content may not be consistent
- take part in audio-visual communications (online conferencing), using audio and video equipment, with guidance and display some communication skills, including some reasonable eye contact and body language
- demonstrate skills using digital communication technologies, but may need some prompting/guidance in following procedures to ensure safe and secure use.

### Essential resources

For this unit, learners should be given the appropriate resources to allow them to prepare social media and digital communication technologies. They will need access to various social media websites (e.g. Facebook, Twitter, Tumblr®), email systems and audio-visual communications (online conferencing, video calls) as well as software (e.g. Cisco WebEx™, Adobe® Connect, Skype, Google hangouts). To use audio-visual communications technology, learners should also have access to headsets with microphones or suitable alternatives.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### **Introduction to unit: Features of digital communications**

Tutors introduce the unit by looking at the different features of social media websites, online conferencing tools and email providers, and how features can be used for professional and business communications. Discuss the types of information and how they are used and presented. Learners research email accounts using Google Gmail, Outlook etc. and online conferencing tools, e.g. Skype and their features, set up a mailing list on a chosen email provider, and report back to the class on their findings.

Learners complete a quiz on the features and terminology used in different digital communication technologies.

**Suggested time:** about 3 hours.

### **Activity: Online security and safety**

Learners discuss and research security and safety issues when using digital communication technologies and protection methods and procedures, including security threats, safeguarding personal information and health and safety working practices.

Learners research tools for safe data communications and create a poster to be placed on the classroom walls to remind them of the issues.

**Suggested time:** about 2 hours.

### **Activity: Practical demonstration**

Tutors demonstrate how to carry out various digital communication tasks and learners practise the skills. Tutors explain different ways to present themselves when using online communication, e.g. language and eye contact.

Tasks can include running an audio-visual communication session with Cisco WebEx/Skype/Google hangouts and sharing the presenter's screen. Learners discuss any issues with using these features and their suitability to various business activities.

**Suggested time:** about 4 hours.

### **Activity: Audio-visual communications technologies (online conferencing)**

Tutors demonstrate how to use various audio-visual communications facilities, such as sending files, screen sharing, messaging etc.

Learners take part in an audio-visual communications (may require use of different rooms) to discuss a relevant subject such as how to promote a business on social media websites.

**Suggested time:** about 3 hours.

### **Activity: Business uses of digital communication technologies**

A visiting speaker from a local business talks about how they use different digital communication technologies and performs a practical demonstration to learners.

**Suggested time:** about 2 hours.

**Activity: Social media promotion**

Learners plan and create content (e.g. images) for a series of social media posts on business pages specified by tutors to promote a business or interest. They consider and discuss different types of information and appropriateness for the audience.

Learners present their postings to the group and discuss their suitability and potential effectiveness. They discuss alternatives and potential future postings on Facebook and email.

**Suggested time:** about 4 hours.

**Activity: Review – suitability of methods of digital communication**

Learners discuss the activities they completed using various digital communication technologies and consider the suitability of each method for different purposes.

Learners discuss how technologies differ and how appropriate and relevant they are to different situations.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked at your college to organise a charity event. You are required to add information promoting the event on a social media page. You should also send emails to your peers in other departments with attachments of information for the event. You need to allocate different roles during this event. You will organise an online meeting using audio-visual communications technology to discuss and agree details of the event to finalise the arrangements.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you are asked to set up a poll on a social media website to find out a suitable date and time for yourself, a family member and a common friend to have a meeting using audio-visual communications technology. Once the time and date is agreed, you need to send an email to the family member and the friend confirming the date and time for this online meeting to take place, and then have the online meeting at the agreed date and time. You need to attach a photograph that you previously took of the three of you and that you agreed to share and want to comment on with the relative and a friend.

# Unit IT7: Solving Technical IT Problems

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will solve technical IT problems using computer hardware and/or software.

## Unit introduction

Computers play an important role in almost everything we do. If your computer or another digital device stops working, it can have an impact on your day-to-day life and leave you with having to pay to put it right. If you have technical support skills, you should be able to quickly resolve technical problems.

In this unit, you will explore a range of computer external hardware and software so that you can develop and apply practical skills to solve IT problems. You will explore different features of external hardware and software and identify how they can be used and modified to meet users' needs. You will learn how to identify and fix an IT problem for another person and will develop your communication skills when dealing with the problem.

Understanding how parts of an IT system work and identifying and solving problems will build independence and prepare you for progression to qualifications in IT and other related sectors. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Communicate with others, when dealing with IT problems
- B** Perform hardware and/or software tasks to resolve IT problems.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Communicate with others, when dealing with IT problems	<ul style="list-style-type: none"> <li>• Features and functions of hardware and software in IT systems</li> <li>• Practical IT skills when selecting, combining and installing devices and systems to support users</li> <li>• Solving IT problems</li> </ul>	Portfolio of evidence, including: <ul style="list-style-type: none"> <li>• video footage, annotated screen captures and images that document practical activities involving response to a series of user support tasks</li> <li>• record of IT requests and work carried out to solve problems</li> <li>• tutors' observation records.</li> </ul>
<b>B</b> Perform hardware and/or software tasks to resolve IT problems		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Installing/updating hardware and software</li> <li>• Connecting IT systems</li> <li>• Replacing components</li> <li>• Working safely when using IT systems</li> <li>• Identifying user needs</li> <li>• Identifying and solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Features of computer hardware and software</li> <li>• Connection types</li> <li>• Networks and networking</li> <li>• How IT systems and their components can meet the needs of users</li> <li>• How to identify and solve problems in an IT system</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Communication</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Write clearly, including an appropriate level of detail.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Features and functions of hardware and software in IT systems

- The features and functions of components, including:
  - mainboard/motherboard
  - central processing unit (CPU) and graphics processing unit (GPU)
  - main memory – random-access memory (RAM), read-only memory (ROM)
  - hard drives (solid state, magnetic) and optical drives
  - power supply unit (PSU).
- Features of peripheral hardware used to form IT systems:
  - input devices, e.g. keyboard, scanner, camera
  - output devices, e.g. printer, projector
  - storage devices, e.g. USB flash drives, SD cards, external hard drives.
- Features and uses of software used in IT systems
  - operating systems, e.g. Windows®, Mac OS®, Linux®
  - utility software to manage common computer system tasks, including:
    - disk management, e.g. formatting, file transfer, defragmentation
    - security, e.g. antivirus and back-up
  - application software used to meet user needs e.g. word processors.
- Computer networks:
  - types of network, e.g. local area network (LAN), wide area network (WAN)
  - features and uses of different types of network.

#### Practical IT skills when selecting, combining and installing devices and systems to support users

- Following instructions, procedures and conventions for connecting IT equipment.
- Selecting appropriate components and connections to meet users' needs.
- Working safely – following procedures and guidelines to protect yourself, equipment and system users, e.g. use of anti-static bands, power isolation, ergonomic devices.
- Responding to requests by installing and updating hardware and/or software in IT systems.

#### Solving IT problems

- Identifying and solving problems with hardware, e.g. replacing components, connecting devices to other systems, replacing faulty hardware (keyboard, mouse etc.).
- Performing common system support tasks, e.g. creating/setting up new users, replacing/updating components, installing and updating software, fixing printer problems.
- Installing, updating and running anti-virus and other security software regularly.
- Dealing with storage problems, e.g. backing up/archiving old files, deleting unwanted files, increasing user storage allocation, adding additional storage media.
- Installing and setting up printers or scanner.

### Transferable skills

- Problem solving: identifying key priorities, potential barriers and solutions, identifying IT issues by examining information, asking questions to clarify information, making decisions to find IT solutions, staying with a problem until it is resolved, using IT to help solve problems.
- Communication: writing, speaking and listening to others, communicating in a variety of ways, e.g. sending an email about intended solutions, timelines for resolving problems and progress made.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Communicate with others, when dealing with IT problems</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to resolve IT problems.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to resolve IT problems.	<b>A.D1</b> Demonstrate effective communication skills when working with others to resolve IT problems.
<b>Learning aim B: Perform hardware and/or software tasks to resolve IT problems</b>		
<b>B.P2</b> Perform simple activities using hardware or software to resolve IT problems.	<b>B.M2</b> Perform appropriate activities using hardware or software to resolve IT problems.	<b>B.D2</b> Select and use hardware or software effectively to resolve IT system problems.

## Essential information for tutors

### Essential information for assessment decisions

Learners will need to identify and resolve IT system problems. The practical activities should take place in a workshop with appropriate tools and take account of health and safety requirements.

Learners need access to a brief.

**For distinction standard**, learners:

- explain clearly to another person the IT problems that need resolving and the purpose and requirements of the activities that they will need to perform to resolve it successfully
- use effective communication skills and will be clearly understood by others. The solutions should be communicated in a way that would support a user in resolving the problem themselves in the future
- give detailed reasons why these chosen solutions are most appropriate and offer at least two possible alternatives. Learners should provide advice with limited hesitation or need for prompting
- select and correctly use appropriate hardware and/or software to successfully resolve the IT problem and complete records with a level of independence.

**For merit standard**, learners:

- advise another person about the problem appropriately by describing the purpose and requirements of the activities they will perform to resolve it, with reasons for their choice of activities
- use appropriate communication skills and the information given should be mainly accurate but may include some inaccuracies that do not affect the overall meaning. Learners should provide an outline of the solutions they use that would allow a user to resolve these problems in the future, with some support
- give reasons why their chosen solutions are more appropriate than the alternatives, with reference to at least one alternative
- apply relevant hardware and/or software from a choice given by tutors to resolve IT problems and complete records with some errors or omissions. Learners may need minimal prompting.

**For pass standard**, learners:

- advise another person by giving brief details of the purpose and requirements of the activities they will perform to resolve an IT problem. They should list the hardware and/or software they will use
- use limited communication skills that may contain inaccuracies, although the overall meaning will be evident
- perform simple activities using hardware and/or software to resolve IT problems and complete limited records with minor errors and/or omissions. Tutors may provide learners with the hardware or software. Learners may need some prompting.

### Essential resources

For this unit, learners will need access to:

- peripheral devices for selection and use for specific tasks
- computer hardware that they can modify.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### **Introduction to unit: Hardware and software**

Tutors explain and demonstrate different hardware and software features and functions.

Learners discuss the IT systems they use on a day-to-day basis for personal tasks.

Learners look at the hardware and software they use and identify which features help them achieve their aims, tasks for which they are best suited, and the benefits and drawbacks of each.

**Suggested time:** about 3 hours.

### **Activity: Features of a computer – hardware and software**

Individually and in small groups, learners explore and research a range of personal scenarios, identifying the software and hardware (and associated features of each) that could be used to meet the identified needs. In small groups, learners could discuss their findings and expand their notes.

Guest speaker: an IT technician or similar person to give a talk on how IT is used in their organisation and the tasks that they perform to support individuals and the organisation as a whole.

**Suggested time:** about 4 hours.

### **Activity: 'Support desk' – communicating with others to support outcomes**

Tutors use various scenarios to give examples of support desk roles. Tutors use videos or YouTube™ clips to demonstrate how to communicate with a user.

Learners participate in a role-play activity involving simulated help desk activities. Learners take it in turns to respond to scenarios and questions posed by other members of the class.

Tutors give learners a range of scripts to use in small groups to challenge each other with questions about hardware and software that could be used to meet specific needs/solve problems.

**Suggested time:** about 2 hours.

### **Activity: Installing and connecting hardware components**

Tutors demonstrate using hardware and how to overcome any issues. In small group/individual activities, learners are given opportunities to install and connect external components and connect and replace peripheral devices. Learners make a list of issues using a log sheet when installing hardware.

**Suggested time:** about 5 hours.

### **Activity: Installing and maintaining software**

Tutors demonstrate using software and how to overcome any issues. In small groups, learners are given opportunities to install, update and modify operating, utility and application software on a range of IT systems. Tutors encourage learners to use professional guides, wikis, developers' websites and manuals to check their understanding if they are unsure or require support.

**Suggested time:** about 4 hours.

### **Activity: Communicating with others to support outcomes**

Learners explore example communications (emails etc.) and support resources (wikis, manuals etc.) as a class or small group. Learners identify common features and/or examples of good practice when communicating in a professional environment. Guide learners to look at features such as use of language, formatting (e.g. bulleting, step-by-step guides) etc. This could be supported by a guest speaker.

**Suggested time:** about 3 hours.

**Activity: Problem solving**

Tutors give learners access to systems that have problems/require maintenance and require action to ensure they work correctly. Problems to include installing and adjusting settings in software, working with internal and peripheral system components and connecting devices to a network. Learners use effective communication skills to explain solutions to users.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have a Saturday job working in a small company. You have been asked to support their helpdesk where you need to talk to users about their IT problems. Once you have identified the problems, you should fix them and keep a record.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You are on work experience with a local design company as a junior IT technician. You have been asked to support their help desk where you need to talk to users about their IT problems. Once you have identified the problems, you should fix them and keep a record.

### Note for tutors

A role play is recommended for these activities where learners could work with their peers. Tutors can set some activities, for example:

- the keyboard and mouse attached to PC in admin office has stopped working
- one of the designers has a new scanner but does not know how to attach it and get it working
- the manager's laptop has not been updated for three months and requires new security software. They are concerned that some actions are taking much longer than usual
- the company has bought a new PC for one of the designers. It already has an operating system installed but does not have any other software installed
- the printer in the finance office has stopped working.

Learners should provide evidence documenting the practical activities completed, problems encountered, alternatives considered and a review of the effectiveness of the implemented solutions. They should submit evidence of how they communicated to others and how they performed the support tasks in order to solve problems.

# Unit IT8: Creating a Spreadsheet to Solve Problems

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills to create a spreadsheet that solves problems and displays numeric and non-numeric information by applying suitable tools and techniques.

## Unit introduction

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.

You will learn to 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 unit, you will learn how to create spreadsheets to solve problems and present information in different ways, using numbers, text and graphs.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Create a simple spreadsheet to solve problems for a specific purpose
- B** Present information in different ways to meet a specific purpose.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Create a simple spreadsheet to solve problems for a specific purpose	<ul style="list-style-type: none"> <li>• Structure and features of spreadsheet software</li> <li>• Using spreadsheets to solve problems</li> <li>• Displaying data in a graphical format</li> <li>• Tools and techniques to present solutions</li> </ul>	Portfolio of evidence, including: <ul style="list-style-type: none"> <li>• printouts/digital copies of:</li> <li>• entering, editing and formatting information</li> <li>• applying calculations</li> <li>• organising information by sorting and filtering</li> <li>• creating and presenting graphs or charts</li> <li>• annotated screenshots</li> <li>• tutors' observation records.</li> </ul>
<b>B</b> Present information in different ways to meet a specific purpose		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Text and numeric data</li> <li>• Use of basic calculations</li> <li>• Use of functional formulae</li> <li>• Organising and displaying information, e.g. sort and filter</li> <li>• Using tools and techniques to format information</li> <li>• Data presentation using graphs/charts</li> </ul>	<ul style="list-style-type: none"> <li>• Formula structure</li> <li>• Filtering and organising information</li> <li>• Format a spreadsheet</li> <li>• Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Manage information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Utilise information contained in text.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand practical problems in familiar contexts and situations, identifying and obtaining the necessary information to tackle the problem.</li> <li>• Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Structure and features of spreadsheet software

- Workbook and worksheets.
- Columns, rows, cells, active cell, cell reference, formula bar.
- Labels, values, functional formulae.
- Graphs and charts.

#### Using spreadsheets to solve problems

- Formulae (addition, subtraction, multiplication and division).
- Functions: SUM(), MIN(), MAX(), and AVERAGE().
- Data accuracy, e.g. numbers, formulae, results.
- Apply and use filters.
- Sort data using text and numbers.
- Create graphs or charts.

#### Displaying data in a graphical format

- Interpret and select data to convert to charts and graphs.
- Display charts and graphs, e.g. bar chart, pie chart, single line graph.
- Check accuracy results for charts and graphs.
- Update charts and graphs, e.g. titles, labels and/or legend, colours.

#### Tools and techniques to present solutions

- Insert and delete rows and columns.
- Page layout, e.g. margins, orientation, header and footer.
- Format numerical data, e.g. integer, real, decimal, currency, date.
- Autofill, copy and paste, move.
- Replicate formulae.
- Formatting tools, e.g. height/width, wrap text, merge cells.
- Styles, e.g. bold, underline, italics, borders/shading, colours.

### Transferable skills

- Problem solving: deciding on ways to solve simple problems and acting on the chosen solution, identifying information (numerical and other data) from a spreadsheet table and chart, summarising and displaying what is required.
- Manage information: using spreadsheet tools and techniques to present solutions, e.g. filtered data and graphs.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Create a simple spreadsheet to solve problems for a specific purpose</b>		
<b>A.P1</b> Create a simple spreadsheet with basic calculations to solve problems.	<b>A.M1</b> Create a simple spreadsheet with appropriate calculations to solve most problems.	<b>A.D1</b> Create a simple spreadsheet with comprehensive calculations to solve the majority of problems.
<b>Learning aim B: Present information in different ways to meet a specific purpose</b>		
<b>B.P2</b> Present simple graphical information to meet a specific purpose.	<b>B.M2</b> Present relevant graphical information to meet a specific purpose.	<b>B.D2</b> Present well-organised graphical information in different ways to meet a specific purpose.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a spreadsheet with calculations, the majority of which function for a specific purpose
- input and edit data with some accuracy using a spreadsheet
- perform comprehensive calculations for a specific purpose, applying at least two formulae, e.g. addition, multiplication. They also use at least two functional formulae, e.g. SUM, AVERAGE
- use calculations at this level that are mostly correct and valid. Learners identify and correct mistakes/omissions and present this evidence as annotation or brief description
- apply sort and filter effectively, using given numerical and non-numerical information
- present mostly accurate solutions in a clearly understandable format, including numbers in currency format, applying colour or shading appropriate to the solution
- present well-organised graphs that clearly present information, applying two different types, e.g. pie chart and line graph, including correct titles, axis labels and legends.

#### For merit standard, learners:

- produce a spreadsheet where most of the calculations function for a specific purpose
- input and edit data with minor errors or omissions using a spreadsheet, with inconsistent format
- perform appropriate calculations for a specific purpose, applying at least one formulae e.g. addition. They also use one functional formulae, e.g. SUM
- use calculations at this level that might not be correct and valid, with minor errors. Learners might attempt to correct some mistakes/omissions. This should be evidenced by annotated text
- apply some sort or filter, using provided numerical and/or non-numerical information
- present relevant information in a format that may not be consistent, applying limited colour or shading
- present at least two graphs of the same type, e.g. pie chart, including inconsistent title, labels and/or legends.

#### For pass standard, learners:

- produce a spreadsheet with some calculations to meet a specific purpose
- input and edit adequate data using a spreadsheet, with minor errors or omissions
- perform limited calculations for a specific purpose, e.g. addition. They may apply at least one functional formulae that might not be correct. Calculations might have some errors or solutions may not be accurate
- show inconsistent solution in a limited format that is easy to understand, applying limited tools and techniques
- present at least two graphs using the same type, e.g. pie chart which may be unclear or difficult to understand.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit: Explore a spreadsheet

Tutors explain and demonstrate the difference between spreadsheet workbook and worksheets and their spreadsheet structure. They also explain different data types and basic calculations.

Learners explore:

- use of formula bar and cells when entering information
- data input – text and numbers into a worksheet
- basic calculations using addition, subtraction, division and multiplication.

**Suggested time:** about 5 hours.

### Activity: Formatting information

Tutors demonstrate the use of formatting tools in a given range:

- applying bold and italic to text and numbers
- applying different fonts and sizes
- applying currency and decimal places to numbers (where required)
- resizing columns and rows (height/width)
- applying colours in text, numbers and end results
- adding header/footer
- applying borders and shading.

Learners undertake practical tasks formatting the spreadsheet to enhance presentation for a range of scenarios.

**Suggested time:** about 8 hours.

### Activity: Using simple formulae

Tutors demonstrate the use of simple formulae that use standard mathematical operators. They explain how values can be updated automatically when formulae are used and how formula-based answers solve and update calculations/results.

Learners undertake practical tasks using formulae with mathematical operators (+, -, \*, /). Introduction to SUM() function.

**Suggested time:** about 4 hours.

### Activity: Using functional formulae

Tutors explain and demonstrate the use of functional formulae.

Learners practise different tasks using built-in functional formulae – SUM(), AVERAGE(), MAX() and MIN(), CountA(), Date() and Now().

**Suggested time:** about 8 hours.

### Activity: Sorting and using a filter

Tutors demonstrate how to sort data (both text and numbers) and apply filters, showing examples of results.

Learners undertake practical tasks, sorting data in a spreadsheet in different ways and applying filters to refine searches.

**Suggested time:** about 4 hours.

**Activity: Presenting graphical information**

Tutors explain and demonstrate different types of graphs/charts and how to add titles, axis labels and legends.

Learners carry out practical tasks producing different types of graphs/charts with labels, titles and legends to show how information can be displayed.

**Suggested time:** about 5 hours.

**Activity: Reviewing for accuracy**

Learners review the spreadsheet for accuracy and appropriateness of information. They apply tools and techniques to enhance the presentation of their information.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You and your friends want to plan a trip to a music festival. You need to buy train tickets, new camping equipment and pay for the festival tickets.

You also need to think about the cost of food and drink while you're there. You and your friends would like to share the cost equally between you. You also want to compare the train fare costs and food costs to find the best deal. Some friends want to see this information in both table and graphical format.

You will need to carry out some research into ticket prices, camping equipment and food/drink costs.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you decide to arrange a fundraiser for a charity of your choice. You will need to decide on a target amount (£), and then choose activities you feel would raise enough money and how long you think it will take you to achieve the target.

You will need to think about any costs you may incur to buy anything to help you fundraise, e.g. costumes, props, room hire, food and drink, marketing etc.

You will need to give regular monthly updates to the charity showing how much you have raised against your target and show which activities raised more money than others. This information should be presented both in table and graphical format.

# Unit IT9: Creating a Website

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will create a simple website using graphical tools for a specific purpose.

## Unit introduction

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.

In this unit, you will explore different types of websites for a specific audience and purpose. You will learn how to design a website for an audience and purpose and will develop skills to create an appropriate layout. You will use tools and techniques to add functionality, like navigation buttons and linking pages, so that the website is appealing and easy to use. Once complete you will review the finished website and make recommendations for improvement.

This unit will help you develop skills in planning and designing a website that will support your progression to a number of different sectors, as well as to other qualifications in computing or website development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Create a simple website for a specific purpose
- B** Review the finished simple website for a specific purpose.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Create a simple website for a specific purpose	<ul style="list-style-type: none"> <li>• Factors to consider when designing a website</li> <li>• Creating a website using graphical tools</li> <li>• Using tools and techniques</li> <li>• Testing a website</li> </ul>	Portfolio of evidence, including: <ul style="list-style-type: none"> <li>• website design showing layout, navigation, sitemap</li> <li>• finished website</li> <li>• test record</li> <li>• learners' review of the finished website</li> <li>• tutors' observation records.</li> </ul>
<b>B</b> Review the finished simple website for a specific purpose		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Creating a design</li> <li>• Research skills</li> <li>• Website design</li> <li>• Using software tools and techniques to create a website</li> </ul>	<ul style="list-style-type: none"> <li>• Design techniques</li> <li>• Considerations relating to audience and purpose</li> <li>• Presentation format</li> <li>• Awareness of copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Write clearly and coherently, including an appropriate level of detail.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Interpret information from tables, diagrams, charts and graphs.</li> <li>• Collect and record discrete data and organise and represent information in different ways.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Factors to consider when designing a website

- Purpose of a website includes the objective of the website and audience type, e.g. to promote an event for children, to advertise or to provide information for a business or charity.
- Types of information, e.g. text, numbers, graphics, images, video, audio.
- Copyright, including constraints, using assets made by others, acknowledgement of sources.
- Usability in terms of how efficient it is to use, e.g. to complete a task.

#### Design a website using graphical tools

Design includes:

- site structure for the simple website containing at least four webpages, e.g. sitemap and including navigation for each webpage, e.g. links and buttons.
- screen layout diagram for each web page, using wireframe and including, e.g. image(s), text, font, colour and navigation.
- annotations and/or a description about how the design meets a specific audience and purpose.

#### Using tools and techniques

- Structure of web page, e.g. header, main content and footer.
- Software tools available, e.g. WYSIWYG (what you see is what you get), text editors.
- Page navigation, e.g. jump-to-top link or text links at the top and bottom of the page or to move to the previous page and a location-based breadcrumb trail.
- Linking web pages with hyperlinks.
- Common HTML tags, e.g. <img>, <a>, <p>.
- Embedding and editing ready-made assets like images and videos in a web page.
- Formatting information, including text (e.g. font style, size, bolded, bullets and colour), numbers, columns, images, and graphics.
- Interactive components, including hotspots, buttons, rollover images.
- Editing techniques appropriate to the type of asset, e.g. copy, cut, paste, crop, and position.
- File format, e.g. MP3, MP4.
- Manage files and assets, e.g. resizing graphics and images, file size reduction.
- Check documents, e.g. spellcheck, grammar check, print preview.
- Store and retrieve files, e.g. create, name, open, save, save as.

#### Testing a website

- Test different parts of a website, e.g. linking pages, navigation.
- Identify that each part functions as intended and repair any faults.

### Transferable skills

- Self-management: review of the finished website in terms of purpose, recommendations to improve the website and/or any changes that were made during the process (from design to creation) that improve usability.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Create a simple website for a specific purpose</b>		
<b>A.P1</b> Produce an outline design for a website that meets a specific purpose.	<b>A.M1</b> Produce a design for a website that mostly meets a specific purpose.	<b>A.D1</b> Produce a coherent design for a simple website that effectively meets a specific purpose.
<b>A.P2</b> Create a website with limited functionality that meets the specific purpose in some ways.	<b>A.M2</b> Create a website that mostly functions as intended and mostly meets a specific purpose.	<b>A.D2</b> Create a coherent website that functions as intended and meets a specific purpose.
<b>Learning aim B: Review the finished simple website for a specific purpose</b>		
<b>B.P3</b> Identify whether the final website meets a specific purpose, listing some ways to improve it.	<b>B.M3</b> Describe how the final website meets its purpose, briefly describing ways to improve it.	<b>B.D3</b> Explain how the final website meets its purpose, including why any changes were made to improve usability during the process.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a coherent website design for a specific purpose, containing at least four webpages, including:
  - site structure that effectively lists the webpages to be included and the required navigation
  - screen layout diagrams showing an effective design that includes text and ready-made assets (e.g. images)
  - annotations and/or a detailed description for how the website will meet a specific purpose
- produce a coherent website that links the main page to subsequent pages and is easy to navigate. Evidence for correct functionality could be in the form of annotated screenshots showing the website in operation
- explain how the website meets its specific purpose and why any changes were made during the process to improve the usability of the website, e.g. an addition of a location-based breadcrumb trail.

There may be some minor errors or omissions e.g. a word may be misspelt.

**For merit standard**, learners:

- produce a website design for a specific purpose, containing at least four webpages, including:
  - site structure that lists the webpages and relevant navigation to be included
  - screen layout diagrams showing a design that includes most of the information required on each page
  - annotations or brief description about how the website mostly meets a specific purpose
- produce a website that links the main page to subsequent pages but may have limited navigation. Evidence for functionality could be in the form of annotated screenshots showing the website in operation
- describe how the website meets a specific purpose and provide some reasons for how it could be improved.

There may be some minor errors or omissions, e.g. words may be misspelt or navigation may be incomplete.

**For pass standard**, learners:

- produce an outline design for a website for a specific purpose, including:
  - brief site structure that lists some information and navigation
  - a screen layout diagram showing limited information and how it will be displayed
  - outline annotation about how the website meets a specific purpose
- produce a simple website, including a main page with some missing and/or non-functional links. Evidence of functionality could be from annotated screenshots showing the website in operation
- give an outline review listing whether the website meets a specific purpose and what they would do differently next time.

There may be some errors in the design and website may not function as intended e.g. one or more links may be missing and/or non-functional.

### Essential resources

For this unit, learners need access to web-enabled computers to allow research of websites and text editors (e.g. Notepad, TextPad) and web development software (e.g. Dreamweaver, KompoZer).

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### **Introduction to unit: Identify the purposes of websites (review popular websites)**

Tutors explain different features and purposes of websites. Learners explore a selection of websites – their college/school website and a business website – and determine the purpose of them. Learners consider and present their findings. Who is the website aimed at? What do users go to the website for? How easy is it for users to find what they want?

**Suggested time:** about 3 hours.

### **Activity: Design a web page layout**

Tutors explain and demonstrate the planning process using a wireframe. Learners reflect on what they discovered in the previous session and decide on a layout for their own web page, using a storyboard. Learners decide what they will show on their web pages, the positioning of text, images and videos. They decide on the structure of each page and draw a layout diagram using a wireframe.

**Suggested time:** about 4 hours.

### **Activity: Navigation for a website**

Tutors explain and demonstrate different navigation techniques used in a website. Learners reflect on what they discovered in earlier sessions and decide on the navigation for their own website. Learners update their storyboard using a wireframe. Learners should:

- consider how the content of their website should be divided
- decide what web pages they will need in their site
- consider how pages will link together
- draw a navigation diagram such as a sitemap.

**Suggested time:** about 3 hours.

### **Activity: HTML tags**

Tutors explain simple HTML tags and demonstrate how to use them. Learners explore the use of HTML tags in a web page and prepare a list of common HTML tags. Learners practise commonly used HTML tags and see how they work.

Identify common HTML tags, such as <HTML>, <BODY>, <P>, <A>, <IMG>.

Create a simple page containing text and an image using a text editor and HTML code.

**Suggested time:** about 4 hours.

### **Activity: Use development tools to create a website**

Tutors demonstrate how to use developmental tools to create a website and explain common features to apply when designing. Learners use development tools to create a website. Learners should:

- set goals and monitor performance
- use the tools available to set up a website
- use their layout diagrams from earlier sessions to build their pages
- insert text, images and videos into their webpage.

**Suggested time:** about 8 hours.

**Activity: Create a website with multiple pages**

Tutors observe and assist learners designing their websites. Learners create four or more web pages. Learners build on their websites by linking their pages together. Learners create hyperlinks to link their web pages together and use their navigation diagrams from an earlier session to link pages. Learners review their performance as they create their website.

**Suggested time:** about 8 hours.

**Activity: Create interactive elements on a web page**

Tutors observe and assist learners to design pages with interactive features. Learners should:

- consider which areas of their webpage they want to make interactive
- use the tools available to set up a rollover images
- use the tools available to set up hotspots in an image (image map).

**Suggested time:** about 6 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to create a website to promote your course in your college. You are required to collect information about the course and the subjects you study. You will present this information in your website, listing subjects using individual pages for prospective learners. You must design at least three subjects using your website.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion you are asked to create a website to promote your college's open day. You should include details of the activities available on the day, what courses are available to study and how someone can get into the college.

# Unit IT10: Creating a Computer Program

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will create a simple computer program using graphical tools and will develop their skills in problem solving and self-management.

## Unit introduction

Have you ever wondered how computer programs work when you use them? Computer programs contain sets of instructions (code) that are created by a programmer to solve a specific problem. A programmer will use specific tools to write the code to instruct the computer on what to do when someone uses it.

In this unit, you will learn how to write a simple computer program using graphical tools for an intended purpose. For example, to calculate the total in a bill or to create a simple computer game or puzzle.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Create a simple computer program for an intended purpose
- B** Review own performance when creating a simple computer program for an intended purpose

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Create a simple computer program for an intended purpose</p>	<ul style="list-style-type: none"> <li>• Design for a computer program</li> <li>• Instructions, techniques and assets used in computer programming</li> <li>• Testing computer programs</li> </ul>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> <li>• a design for a computer program</li> <li>• a computer program using visual programming tools</li> <li>• test record</li> <li>• review of learners' own performance</li> <li>• tutors' observation records.</li> </ul>
<p><b>B</b> Review own performance when creating a simple computer program for an intended purpose</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Program design (input, processing, output), including flowchart</li> <li>• Program instructions (code)</li> <li>• Testing functionality</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and designing techniques</li> <li>• Programming tools</li> <li>• Programming instructions (code)</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Self-management</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Read and understand a range of straightforward texts.</li> <li>• Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers and understand negative numbers in a practical context.</li> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> <li>• Solve problems requiring calculations with common measures, including money, time, length, weight, capacity and temperature.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Design for a computer program

- Purpose of a simple program is to solve a problem, e.g. make calculations, entertain (simple games or puzzles)
- Know that computer programs have inputs (e.g. text, numbers and graphics), processing (e.g. calculations) and outputs (e.g. graphics, text and numbers).
- Design includes:
  - flowchart to communicate the main inputs, processing and outputs of the computer program
  - screen layout to show what information is required and where it is positioned
  - annotations and a description about how the design meets the intended purpose.
- Graphical programming tools, e.g. drag and drop commands, buttons and simple graphics.

#### Instructions, techniques and assets used in computer programming

- Structure of program code:
  - sequence program code will execute
  - selection in program code, e.g. if statement
  - iteration in program code, e.g. for loop.
- Variables and constants:
  - local and global
  - assignment
  - operators, e.g. +, -, =, <, >
  - data types, e.g. text, numerical.
- Comments in code.
- Event handling, e.g. forms, actions.
- Ready-made graphics and audio clips.

#### Testing computer programs

- Review computer programs.
- Identify that a program functions for the intended purpose.

### Transferable skills

- Problem solving: explaining problems to be solved and resolving them, planning, breaking down the problem into chunks.
- Self-manage: planning deadlines to complete a task, monitoring progress to demonstrate completion of a task, reviewing success of plan, recommending further development to improve skills.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning Aim A: Create a simple computer program for an intended purpose</b>		
<b>A.P1</b> Produce an outline program design that meets an intended purpose in some way.	<b>A.M1</b> Produce a program design that mostly meets an intended purpose.	<b>A.D1</b> Produce an appropriate program design that comprehensively meets an intended purpose.
<b>A.P2</b> Create a program with some functionality that meets an intended purpose in some way.	<b>A.M2</b> Create a program that mostly functions correctly and mostly meets an intended purpose.	<b>A.D2</b> Create a program that functions correctly and meets an intended purpose.
<b>Learning aim B: Review own performance when creating a simple computer program for an intended purpose</b>		
<b>B.P3</b> Produce an outline review of own performance, listing ways to improve.	<b>B.M3</b> Produce a mostly realistic review of own performance, briefly describing ways to improve.	<b>B.D3</b> Produce a realistic and comprehensive review of own performance, describing ways to improve.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce an appropriate simple computer program design that is comprehensive, including:
  - a flowchart listing the process steps in a logical order
  - a screen layout showing what and where information will be displayed
  - annotations and/or a detailed description about how the computer program meets an intended purpose
- develop a simple computer program that functions correctly, e.g. a simple program involving calculations will produce the correct output. Evidence could be in the form of annotated screenshots showing the program in operation and/or from a table of test data
- produce a realistic and comprehensive review of their own performance that covers self-management and problem-solving skills, describing what they would do differently next time.

There may be minor errors or omissions in the design, e.g. a process step may be omitted.

#### For merit standard, learners:

- produce a simple computer program design, including:
  - a flowchart listing most process steps in a logical order
  - a screen layout showing what and where most information will be displayed
  - annotations and/or a brief description about how the computer program mostly meets an intended purpose
- create a simple computer program that mostly functions correctly. Evidence could be in the form of annotated screenshots showing the program in operation and, if required, from a table of test data
- produce a mostly realistic review of their own performance that may focus more on self-management or problem-solving skills, briefly describing what they would do differently next time.

There may be minor errors or omissions in the design, e.g. more than one main process step may be missing.

#### For pass standard, learners:

- produce an outline program design, including:
  - a flowchart listing some process steps in a logical order
  - a screen layout showing what and where some information will be displayed
  - outline annotations about how the computer program meets an intended purpose
- create a simple computer program with limited functionality. Evidence for functionality could be in the form of annotated screenshots showing the program in operation and, if required, from a table of test data
- produce an outline review of their own performance, listing self-management and/or problem-solving skills. Learners' evidence will list what they would do differently next time.

There may be some errors or omissions in the design. For example words may be omitted and more than one main process step may be missing or limited information displayed.

### Essential resources

For this unit, learners will need access to visual programming environments such as MIT App Inventor, Scratch, LEGO® MINDSTORMS EV3.

Android-based mobile devices will be needed if using App Inventor; LEGO devices will be needed if using LEGO MINDSTORMS.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors introduce learners to creating simple computer programs. Learners should understand that computers will implement instructions, for example print line, add number, and turn on light. To demonstrate this, tutors could use web-based demonstrations such as Hour of Code, or programmable robots, if available, as a good way to show how computers interpret instructions. Introduction of design process, including flowchart and screen layout.

**Suggested time:** about 3 hours.

### Activity: Identify inputs, outputs and processing

Tutors explain basic requirements before creating a computer program, for example input, processing and output. Learners investigate program requirements and describe:

- the inputs for the program
- the processing required in the program
- the outputs expected from the program

**Suggested time:** about 3 hours.

### Activity: Identify data types, variables and constants

Tutors explain different variables and constants when creating a computer program. Tutors demonstrate different data types. Learners review the inputs, processing and outputs for a program and identify:

- the type of data needed in the program
- the variables needed in the program
- the constants needed in the program.

Learners use a programming environment to define variables and constants with appropriate data types.

**Suggested time:** about 3 hours.

### Activity: Identify selection in a program

Tutors explain the process of selection when designing a computer program. Tutors demonstrate selection statement and how this works in a program. Learners review the processing for a program and identify:

- what selection is needed in the program
- where selection should be used in a program.

Learners use a programming environment to implement an appropriate selection statement in a program.

**Suggested time:** about 6 hours.

### Activity: Identify iteration in a program

Tutors explain and demonstrate how iteration and loops process works in a program. Learners review the processing for a program and identify:

- what iteration is needed in the program
- where loops should be used in a program.

Learners use a programming environment to implement an appropriate loop statement in a program.

**Suggested time:** about 6 hours.

**Activity: Design a user interface**

Tutors demonstrate how to design a user interface (UI) when creating a program. Learners review the input and output for a program and identify:

- input elements for a UI
- output elements for a UI
- interaction elements for a UI.

Learners draw a screen design for a UI identifying:

- where inputs will be placed
- where output will be displayed
- where interactive elements will be placed.

Following design, learners could build their user interface using a programming environment.

**Suggested time:** about 3 hours.

**Activity: Implement a program**

Learners create a computer program for the intended purpose. Learners could design and build a program from given requirements or they could consolidate work from previous sessions to complete a working program.

Learners use a programming environment to implement their design to create a working program.

**Suggested time:** about 9 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to create a simple computer program for calculating the bill in a restaurant. You will design a program that will allow the waiter to enter the food and drinks ordered plus the service charges. The program should then calculate the totals and the Value Added Tax (currently at 20%) and print the final bill to the screen.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked to create a simple computer program to entertain children. The bat and ball game should be for one player and involve using the 'up' and 'down' arrow keys to move the bat across the screen. The program should calculate the player's score, for example for every successful bounce off the bat the score should increase by one, and if the ball is not stopped by the bat then the score should go down by one. If the player misses the ball three times in total then the game is over.

# Unit IT11: Developing a Digital Product

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in recording and editing digital audio and video clips, and create a multimedia product for a specific purpose.

## Unit introduction

The video and film industry is an exciting and creative place to work. Videos are used in all sorts of places and for lots of different purposes. Websites, for example often include video and audio clips that are used to add interest to the site, to advertise, to explain and for amusement.

In this unit, you will learn how to plan and design a digital media product using visual tools such as storyboards. You will also learn how to record audio and video clips and edit them using audio- and video-editing software. You will then combine these edited clips with ready-made assets (such as digital photos) to create a complete multimedia product.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Work with others to develop a digital media product
- B** Review own performance when developing a digital media product.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Work with others to develop a digital media product	<ul style="list-style-type: none"> <li>• Factors to consider when creating a digital media product</li> <li>• Recording and editing audio</li> <li>• Recording and editing video</li> <li>• Skills in combining audio and video with other assets to create a digital media product</li> </ul>	Portfolio of evidence, including: <ul style="list-style-type: none"> <li>• storyboards for a digital media product</li> <li>• list of ready-made assets</li> <li>• finished digital media product</li> <li>• review of learners' own performance and teamwork</li> <li>• tutors' observation records.</li> </ul>
<b>B</b> Review own performance when developing a digital media product		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Planning and design skills</li> <li>• Use of audio and video recording equipment</li> <li>• Skills in using audio- and video-editing software</li> <li>• Skills in combining audio and video clips into a product</li> </ul>	<ul style="list-style-type: none"> <li>• Audio and video devices and formats</li> <li>• Audience and purpose requirements</li> <li>• Awareness of copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Teamwork</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Writing a script for an audio recording using appropriate language and structure.</li> <li>• Use correct spelling, grammar and punctuation when writing a script.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems when recording or editing video or audio assets, including time, length and capacity.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Factors to consider when creating a digital media product

- The product's audience and purpose.
- Product design, including script for audio and design for video and the final product.
- Media and ready-prepared assets required.
- Equipment required – video camera, audio recorder, microphone or smartphone.
- Recording schedule, listing date/time and location of the recording, resources required, purpose or intention of the recording.

#### Recording and editing audio

- Use of audio equipment.
- Recording audio clips and transferring clips to a computer.
- Editing audio clips:
  - cut, copy and paste clips
  - edit and mix tracks
  - add sound effects.
- Adding effects
  - adjust volume and balance
  - fade volume up and down.

#### Recording and editing video

- Features and use of video equipment.
- Recording video and transferring clips to a computer.
- Editing video clips:
  - cut, copy and paste clips
  - split and trim clips.
- Export and compress videos into suitable file types and sizes.

#### Skills in combining audio and video with other assets to create a digital media product

- Gathering ready-made assets (images, videos, animations).
- Combine assets to create a multimedia product.
- Testing and reviewing the completed product.

### Transferable skills

- Self-management: setting and achieving deadlines, monitoring own progress, adapting plans to achieve goals.
- Teamwork: identifying roles and responsibilities in a team, e.g. taking responsibility for own tasks, contributing ideas, taking initiative, working in a team to set up and record digital audio and video, negotiating and influencing skills in a team.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Work with others to develop a digital media product</b>		
<b>A.P1</b> Produce an outline design, listing steps to create a digital media product from a given script.	<b>A.M1</b> Produce an appropriate design that describes stages to create a digital media product from a given script.	<b>A.D1</b> Produce a comprehensive design that explains stages to create a digital media product from a given script.
<b>A.P2</b> Work with others to create a digital media product, taking some responsibility for own role.	<b>A.M2</b> Work with others to create a digital media product, taking responsibility for own role and making relevant contributions.	<b>A.D2</b> Work with others to create a digital media product, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own performance when developing a digital media product</b>		
<b>B.P3</b> Produce an outline review of own performance, listing some ways to improve.	<b>B.M3</b> Review own performance realistically, briefly describing ways to improve.	<b>B.D3</b> Review own performance realistically and comprehensively, describing ways to improve.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a storyboard for the video, effectively showing camera movements (pan, zoom etc.), personnel and dialogue, showing how the audio and video files will be combined and any additional material that will be included (text, images, background music etc.). It will be annotated to give details and reasons for each stage
- create a digital media product as part of a team by taking ownership of their role and completing all their own activities. They will contribute by recording, editing or combining audio and video files effectively, demonstrating the necessary control of skills to complete the process and accurately meet a specific purpose
- review own performance, giving a comprehensive account of own strengths and areas for improvement, including all relevant areas for the process and product. They will provide detail strategies for improving skills, including how they are to be actioned.

#### For merit standard, learners:

- produce a storyboard for the video showing the main details of how it will be recorded and any dialogue. It will show how the audio and video files will be combined and some additional material that will be included (images, background music etc.). It will be annotated to give clear, brief details and reasons for each stage
- create a digital media product as part of a team by taking most responsibility for their role when required. They will contribute by recording, editing or combining audio and video files, demonstrating the relevant skills needed for the process and meet most of the specific purpose
- review own performance, realistically giving an account of own strengths and areas for improvement, including the most relevant areas for the process and product. They will provide some strategies for improving skills.

#### For pass standard, learners:

- produce a storyboard for the video showing the limited details of how it will be recorded, and for the combined media product showing how the audio and video files will be combined. It will be annotated to identify each stage
- create a digital media product as part of a team by taking some responsibility for their role. They will contribute by recording, editing or combining audio and video files, demonstrating some skills
- produce an outline review of own performance, giving a summary of own strengths and areas for improvement and list strategies for improving skills.

## Essential resources

For this unit, learners will need access to:

- a smartphone, although video cameras and audio recorders can be used if available
- audio- and video-editing software. Audacity® is a free and widely used audio editing application. For video editing, Adobe Premiere Elements®, Sony Vegas™, or other products can be used. Any product that supports digital media can be used to combine the audio and video tracks into a product, for example Microsoft PowerPoint® would be suitable.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### **Introduction to unit: Digital products, types and features**

Tutors introduce and explain the types, features and uses of digital media products. Learners discuss the audience and uses for different types of digital audio and video. Learners discuss different features that might appeal to specific audiences.

Audio/video quiz: play different types of media clips and learners need to decide what the purpose and target audience is for each clip.

**Suggested time:** about 3 hours.

### **Activity: Design digital media products**

Tutors demonstrate how to use design techniques such as storyboards and scripts. They give learners simple digital media product briefs for several different audio and video products.

In groups, learners produce outline storyboards and scripts for the products and then present their storyboards/scripts, explaining their suitability and possible improvements.

**Suggested time:** about 5 hours.

### **Activity: Record and edit audio**

Tutors demonstrate how to record, download and edit audio clips.

In pairs, learners record audio clips, transfer them to a computer and carry out simple editing tasks.

**Suggested time:** about 5 hours.

### **Activity: Record and edit video**

Tutors demonstrate how to record, download and edit video clips.

In pairs, learners record video clips, transfer them to a computer and carry out simple editing tasks.

**Suggested time:** about 8 hours.

### **Activity: Combine audio- and video-editing methods**

Tutors demonstrate how to carry out more advanced editing techniques such as mixing tracks, finding and adding sound effects, and combining video and audio tracks.

In pairs, learners edit audio and video to create a simple, final video with mixed audio.

Pairs present their final videos to the class.

**Suggested time:** about 5 hours.

### **Activity: Combine media clips into a product**

Tutors demonstrate how to create a media product combining audio and video clips with other media, e.g. images.

Learners combine audio, video and other media into a digital media product.

**Suggested time:** about 5 hours.

### **Activity: Refine and present digital product**

Learners present media products previously created and discuss their suitability and appropriateness for the purpose. They discuss possible refinements and improvements to the audio and video clips and the final products.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are asked to produce a short multimedia product promoting your school or college. The product will include a video tour of the reception area, with background music and a 'voice over' narration, and brief interviews with existing students.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You are asked to produce a media product about a task that you have completed for another unit you have done on the course. The product will include a scripted introduction to the unit and a video demonstration of something you have produced for the unit.



# Unit IT12: Creating a Digital Animated Graphic

Level: **1**

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

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## Unit in brief

Learners will apply practical skills to design and create a digital animated graphic for a specific purpose.

## Unit introduction

From mobile phone apps to websites and from multimedia presentations to eBooks, digital animated graphics are used in almost all digital products. Being able to edit, manipulate and create digital content enables more flexibility and creativity in the use of information technology, and provides skills useful in a range of IT sectors.

In this unit, you will explore the uses of digital graphics and animation and the features used to create effective and appropriate digital content. You will develop skills in the use of graphic and animation software tools to source, edit and create a digital animated graphic for a specific purpose.

Being able to identify the needs of an audience and develop digital content to enhance and present information is a skill that can be applied to a wide range of areas of IT and other related sectors. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Manage information when planning a digital animated graphic for a specific purpose
- B** Use software tools to create a digital animated graphic for a specific purpose.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Manage information when planning a digital animated graphic for a specific purpose</p>	<ul style="list-style-type: none"> <li>• Applications and features of digital animated graphics</li> <li>• Planning digital animated graphics</li> <li>• Practical IT skills for creating a digital animated graphic</li> </ul>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> <li>• design for a digital animated graphic</li> <li>• an electronic copy of the digital animated graphic</li> <li>• tutors' observation records.</li> </ul>
<p><b>B</b> Use software tools to create a digital animated graphic for a specific purpose</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Modifying content created by others</li> <li>• Using digital tools to create unique image files</li> <li>• Using digital tools to create animations</li> <li>• Application of file types to meet requirements</li> <li>• Planning digital animated graphic</li> </ul>	<ul style="list-style-type: none"> <li>• Types and uses of animation</li> <li>• Uses and applications of digital graphics and animation tools</li> <li>• How to prepare digital assets</li> <li>• How animation can be used to meet identified needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Applications and features of digital animated graphics

- Uses of images and animation, e.g. convey information, entertain, support understanding, brand recognition.
- Characteristics of images used for different purposes and audiences.
- Characteristics of vector and bitmap/raster images.
- Tools and techniques used to create digital graphics, including:
  - freehand drawing
  - shapes
  - grouping
  - filters
  - selection
  - layering
  - opacity/transparency.
- Tools and techniques used to create digital animation, including:
  - frame-by-frame animation
  - frame rates
  - tweening
  - transitions
  - movement
  - timing
  - loops.
- Features of file types used to store digital graphics and animation, e.g. quality, compression, usage.

#### Planning digital animated graphics

- Research skills. To include:
  - identifying appropriate sources of content, hardware and software to be used
  - selecting and discriminating among sources
  - effectively recording and attributing sources.
- Planning documentation for digital animated graphics. To include:
  - requirements of the brief, including audience, purpose and client requirements
  - actions to be completed and timescales
  - permissions and use of content created by others (e.g. copyright, attribution etc.)
  - designing intended outcomes, e.g. mood boards, timeline, storyboards
  - intended platform/media for delivery
  - hardware, software and other resources required.

#### Practical IT skills for creating a digital animated graphic

- Following instructions, plans and conventions when creating digital graphics and animations.
- Working legally when sourcing, selecting and using content created by others, e.g. copyright, digital rights management (DRM), Creative Commons.
- Planning digital graphics and animations.
- Selecting and using appropriate hardware and software tools to:
  - manipulate digital content created by others
  - create a simple digital graphic and create and apply digital animations.
- Producing a final product in a format that is suitable for specific use, e.g. consideration of target platform, audience.

## **Transferable skills**

- Planning: identifying tasks that need to be completed during a project, assigning appropriate time to each task, meeting deadlines.
- Managing information: collecting and using information and content from different sources, determining, identifying and using appropriate sources of information and content, selecting and discriminating between sources and content, identifying limitations and restrictions on the use of content created by others.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Manage information when planning a digital animated graphic for a specific purpose</b>		
<b>A.P1</b> Produce an outline design to create a digital animated graphic for a specific purpose.	<b>A.M1</b> Produce a detailed design to create a digital animated graphic for a specific purpose.	<b>A.D1</b> Produce a comprehensive design to create a digital animated graphic for a specific purpose.
<b>Learning aim B: Use software tools to create a digital animated graphic for a specific purpose</b>		
<b>B.P2</b> Create a simple digital animated graphic, using some software tools to meet the needs of a specific purpose.	<b>B.M2</b> Create an appropriate digital animated graphic, using most software tools to meet the needs of a specific purpose.	<b>B.D2</b> Create an appropriate digital animated graphic, selecting and using software tools effectively to meet the needs of a specific purpose.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- produce a comprehensive design that includes detailed and complete drawings and a clear and full description of an intended animated graphic content and records of sources of content. They will include target file formats, annotations and accurate descriptions of how tools will be used to meet a specific purpose, and potential alternatives
- produce an appropriate digital animated graphic that meets the needs of an intended purpose. They will edit and refine third-party content for use in their own work, with most functionality working as planned. They will select and use a range of appropriate software tools effectively, demonstrating control over the processes and export the final animated graphic product into an appropriate file format.

#### **For merit standard**, learners:

- produce a detailed design that includes complete drawings and a brief description of an intended animated graphic. They will include some target file formats and annotations that briefly describe how tools will be used to meet a specific purpose
- produce an appropriate digital animated graphic that meets most needs of an intended purpose. They will edit and use third-party content with some functionality. They will use most software tools to create a digital animated graphic and export the final animated graphic product into a suitable file format.

#### **For pass standard**, learners:

- produce an outline design that includes simple and basic sketch drawings of an intended animated graphic, with some errors or omissions. They will include some target file formats and a brief summary of how tools will be used to meet a specific purpose
- produce a simple digital animated graphic to meet a specific purpose by editing and using limited third-party content with limited functionality. They will use some software tools to create a digital animated graphic and save the final product into a simple file format.

### Essential resources

For this unit, learners will need access to digital graphics software, e.g. Adobe Photoshop®, Adobe Fireworks®, Adobe Illustrator®, GIMP and Inkscape. They will also require digital animation software, e.g. Adobe Flash®, Autodesk Sketchbook Pro®, Pencil and Synfig Studio.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners discuss how and why digital graphics and animation are used in a range of situations and products. Tutors give learners stimulus materials to discuss. Their discussions should cover how and why digital graphics are used and are appropriate in different situations.

Learners investigate examples of digital products that use digital graphics and animations for a range of different audiences. Learners explore the features of the digital animated graphics and the characteristics used in different products and scenarios.

Invite a guest speaker, for example a digital/graphical designer, to give a talk on how they use graphics and animation to support and enhance larger products, and how they convey information using these media. Learners prepare questions to ask the guest visitor.

**Suggested time:** about 4 hours.

### Activity: Sourcing content created by others

Tutors organise learners into small groups to prepare a short presentation on sources of content and guidelines for the use of the content. Assign each group an area to research and present, for example Creative Commons, copyright, public domain etc. Learners present their findings to the other groups.

Give learners a number of scenarios/design criteria for a range of digital products. Learners use research skills to identify a range of suitable sources that could be used to acquire content for the identified product. Learners download and store the content they have found. Encourage learners to record the source of the content and the licensing restrictions/permitted uses of the content they have found, and justify why this particular content was selected in relation to the given scenario.

**Suggested time:** about 6 hours.

### Activity: Digital graphics tools

Using a combination of presentation/demonstrations from tutors, small group and individual activities, learners explore the use of graphics software tools. Tutors introduce learners to software that allows the creation and manipulation of digital images (including raster and vector images).

Learners respond to written design briefs by selecting and using graphic tools to create digital image files for specified purposes. Learners explore how to export images to a range of types and formats, and the impact image types/formats have on the exported image and a project as a whole.

**Suggested time:** about 9 hours.

### Activity: Digital animation tools

Using a combination of presentation/demonstrations from tutors, small group and individual activities, learners explore the use of digital animation tools. Tutors introduce learners to key tools and concepts, such as frames, timings, tweening etc.

Learners respond to written design briefs by selecting and using graphic and animation tools to create digital animation for a specified purpose. Learners explore how different target file formats affect the quality, usability and appropriateness of the final animation.

**Suggested time:** about 7 hours.

**Activity: Further practice**

Tutors give learners a brief to complete where they have to break a task down into smaller steps, for example introduce and discuss the demands of each phase as a class then allow learners to work independently to complete the task.

In small groups, learners share and discuss what they have researched. Learners work as quality assurance for each other and suggest improvements that could be made to the work produced.

Allow time for learners to respond to and action the suggested improvements.

Share the assessment criteria with learners; exemplify to learners what each level would look like.

Grade the work produced using self, peer and teacher assessment. Learners explore why their work is at a particular level and what they would have to do to move to the next grade.

**Suggested time:** about 10 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

SupaBooksUK is an online book store. You have been asked to produce a static and animated image for its new website.

The images should include:

- navigation buttons
- an advertisement for a special promotion
- a web page title
- a site banner.

The images do not have to be presented as part of a web page but should be in a suitable format for use by the web designer.

The images should clearly be part of the same common theme/house style.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked to create a digital animated graphic as part of interactive learning resource for primary school children.

The images should include:

- navigation buttons
- two page titles
- an illustration for a story.

The images do not have to be presented as part of a larger product but should be in a suitable format for use by a digital designer.

The images should clearly be part of the same common theme/house style.

### Note for the tutors

Learners will need to respond to a real or simulated project brief that prompts them to produce a number of digital animated graphics. There is no specific requirement for the number of graphics produced but the given brief should allow learners to demonstrate appropriate use of a range of tools.

The animation should be presented as a self-contained file, for example as an animated .gif, .swf etc. and not an animation produced through other software tools such as a 'rollover' effect, generated by swapping two images or a static image that moves/appears in a slide of a presentation.





## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

## **Support**

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### **What support is available?**

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.

# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 6*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

### Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.



## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## **Administrative arrangements for internal assessment**

### **Records**

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### **Reasonable adjustments to assessment**

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### **Special consideration**

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### **Appeals against assessment**

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

# 7 Quality assurance and centre approval

## Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

## Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.



Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

### Points available for units

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

### Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2019

### Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>D</b>	<b>36</b>

The learner has sufficient points for a D grade

### Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>14</b>

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

### Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>24</b>

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

**Example 4: Achievement of a Certificate with a D grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 5: Achievement of a Certificate with a P grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 6: A Certificate graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

**Example 7: A Diploma graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

**Example 8: Achievement of a Diploma with a DD grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 9: Achievement of a Diploma with a PP grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>	
Unit 1	30	U	0	<p>The learner has met the minimum requirement for 280 GL at Pass or above</p>
Unit 2	30	Merit	12	
Unit 3	30	Pass	6	
Unit 4	30	Pass	6	
Unit 5	40	U	0	
Unit 6	40	Pass	8	
Unit 7	40	Pass	8	
Unit 8	40	Pass	8	
Unit 9	40	Merit	16	
Unit 10	40	Pass	8	
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>	<p>The learner has sufficient points for a PP grade</p>

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.



## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

# Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

<b>Term</b>	<b>Definition</b>
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

<b>Term</b>	<b>Definition</b>
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners can express the condition of, or facts about something definitely or clearly.
Summarise	Learners can express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Observation records	An observation record is used to provide a formal record of an assessor's judgement of learner performance.
Review	A reflective account of an activity or performance.

# Pearson BTEC Level 1 Introductory in Information Technology

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