



A guide to delivering ICT through BTEC Entry Level 1 and 2 Pre- Vocational Studies

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Introduction

The purpose of this document is to help centres to evolve their current Entry Level ICT provision for **14-16, 16-18 and 19+ learners**, considering that the Functional Skills in Information Technology has been defunded by the UK government.

It outlines how the adoption of the BTEC Entry 1 or 2 in Pre-Vocational Studies may be considered – and adapted – as an alternative provision for this cohort.

This document also provides example models for centres to demonstrate how Pre-Vocational Studies may be used to deliver a qualification which satisfies the needs of learners who wish to study Information Technology at Entry 1-2. The models serve as example combinations of units to illustrate distinct pathways. Centres may create their own combination to ensure that local needs are met.

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

What are Pre-Vocational studies?

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

The Pre-Vocational Studies Award and Subsidiary Award qualifications are designed for learners who need to explore pre-vocational sectors before making an informed decision on their next steps in learning. It will suit learners who may need to bridge a gap between Entry 1-2 and Entry 3 learning.

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

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

This document will focus on delivery of the 60 GLH BTEC Level 1 Introductory Subsidiary or Award in Pre-vocational Studies. For delivery of the Certificate and Extended Certificate, please refer to the specification for available core and sector units.

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

Institutions may describe their programmes as they see fit on their website (and other promotional media). In this way, an Entry 1 or Entry 2 Information Technology provision might still be listed on a website rather than “Pre-Vocational Studies” which may lead potential learners to overlook it.

However, on its specific course description page it should be made clear that the qualification is Entry 1 or Entry 2 Pre- Vocational Studies (albeit following an Information Technology pathway). The course description, together with unit content, should be sufficient to persuade prospective learners that this may be the right course for them.

To ensure integrity in terms of recruitment, centres are advised to consult their internal “Curriculum Intent” documentation before deciding to adopt the BTEC Entry 1 or 2 in Pre-Vocational Studies in place of previous Functional Skills ICT qualifications.

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

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

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

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

Additionally, your progression data for previous Entry Cohorts may provide you with some valuable pointers. If the majority of learners progressed on to Entry 3/Level 1 IT qualifications, then use that to inform choices when developing new Entry 1 or 2 provision through the Pre- Vocational Studies qualification.

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

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

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

How can Pre-Vocational Studies be adapted to meet specific ICT sector learning?

Pre-Vocational Studies can be adapted in a few ways depending on your centres needs.

This is one way we can recommend using this qualification to deliver ICT however you may wish to review the unit combinations to identify further opportunities to deliver units or opportunities to contextualise units to meet your centres individual needs.

ENTRY 1- SUBSIDAIRY AWARD PRE-VOCATIONAL STUDY

One optional 30 GLH unit from 2 units

| | |
|---------|---|
| Unit 9 | Developing Digital Communication Skills |
| Unit 19 | Producing a Basic Document |

ENTRY 1- AWARD PRE-VOCATIONAL STUDY

The following two units to make up 60 GLH which is the same as the new Digital Functional Skills

| | |
|---------|---|
| Unit 9 | Developing Digital Communication Skills |
| Unit 19 | Producing a Basic Document |

ENTRY 2- SUBSIDAIRY AWARD PRE-VOCATIONAL STUDY

One optional 30 GLH unit from 2 units

| | |
|---------|-------------------------|
| Unit 9 | Using Digital Skills or |
| Unit 19 | Create a Document |

ENTRY 2- AWARD PRE-VOCATIONAL STUDY

The following two units to make up 60 GLH which is the same as the new Digital Functional Skills

| | |
|---------|----------------------|
| Unit 9 | Using Digital Skills |
| Unit 19 | Create a Document |

Creating Connections

Many of the other units can also form natural connections. For ICT content, there are a few opportunities that may be pursued.

You may be able to offer contextualised opportunities in unit 1, unit 8, unit 11, unit 13, and unit 18 depending on the needs of your centre for either Entry 1 or Entry 2 Pre-Vocational. These units lend themselves quite nicely to contextualisation and would be suitable for exploration, especially if your centre wishes to deliver the certificate or extended certificate which are larger sizes of these qualifications.

Suggested Teaching Activities

Unit 9-19 Level 1 Entry Award in Pre-Vocational Skills Combined Scheme of Work

| Level | Unit 9 | Unit 19 |
|------------------------------------|-----------|-----------|
| Guided Learning Hours (GLH) | 30 | 30 |
| Total Unit Time (TUT) | 30 | 30 |

Unit 9-19 Level 2 Entry Award in Pre-Vocational Skills Combined Scheme of Work

| Level | Unit 9 | Unit 19 |
|------------------------------------|-----------|-----------|
| Guided Learning Hours (GLH) | 30 | 30 |
| Total Unit Time (TUT) | 30 | 30 |

There are many suggestions for teaching activities in the specification. Here is one scheme of work for each level involving the two units showing one way you may use these qualifications to deliver ICT at Entry 1 and 2.

Entry 1 Combined Scheme of Work for Unit 9 and Unit 19.

Note: suggested estimated times below are less than GLH to allow flexibility in delivery.

Please note that when supporting learners in selecting organisations as part of their assignments all principles of safeguarding and health and safety must be followed.

This Scheme of Work should be used in conjunction with the Unit 9 and Unit 19 specifications to ensure full coverage of the qualification.

| Unit | Learning Aim(s) |
|-------------|---|
| 9 | A Find out about different types of digital communication. B Use digital communication skills safely |
| 19 | A Gather information to use in a basic document. B Produce a basic document |

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| <p>Key Teaching Areas</p> <p>A1 Different types of digital communication and their purposes.</p> <p>B1 Skills for using digital communication.</p> <p>B2 Skills for safe use of digital devices</p> <p>A1 Skills for identifying different styles of presentation of information.</p> <p>A2 Skills for gathering information for a given purpose.</p> <p>B2 Skills for producing a document.</p> |
|--|

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|----------------|--|--|-------------------------------|---|-------------------------------|
| 1 | Introduction to Unit 9 Developing Digital Communication Skills | Introduce to learners the skills they will develop in this unit. | Email Passwords | Cover devices for different types of digital communication and where these can be | 5 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-------|---|---|--|------------------------|
| | | Then start to develop their skills in some digital communication methods. You should discuss with the learners the purpose of each of the digital communication methods | Social Media Laptops ATMS Smart Watches Purpose | found. A cut and paste activity would work well here. Choose activities from a range of practical tasks such as: <ul style="list-style-type: none"> • using email to answer a question, with support and guidance from others. • Using an ATM • Using communication via a Smart Watch • Using different devices to communicate in different ways. • Participating in simulations or games to help learners communicate with others via a digital device. | |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|--|--|--|---|------------------------|
| | | | | <ul style="list-style-type: none"> Practising other digital skills, e.g. social media, using the internet | |
| 2 | Unit 9- Developing digital communication skills | Learners will continue to develop their digital skills through activities that build on the skills developed in session 1. | Search Engines Internet Images Voicemail VLE Text Online forms | Choose practical activities to complete from a range of tasks for example: <ul style="list-style-type: none"> Using digital skills to find an image. Using hardware safely Communication from different sources e.g. voicemail, vle Follow step by step instructions to find information for a given task | 5 |
| 3 | Unit 9-Practising skills for safe use of digital devices | Learners will consider how they will keep themselves safe when working with digital devices | Safety Passwords | <ul style="list-style-type: none"> Practice using digital devices safely including using passwords or bio | 5 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|------------------------------------|--|--|--|------------------------|
| | | | Health and Safety Pin | metrics, saving information securely, use of personal information. <ul style="list-style-type: none"> • Practice health and safety procedures. This would work well in a peer group. • Keeping safe online including chat rooms • Watching videos on pin and password dangers | |
| 4 | Unit 9- Contextualising the skills | Learners will now apply the skills they have learnt to engage in a variety of activities | Application form Different websites to find information. Search engine Taking images Sharing information with others | <ul style="list-style-type: none"> • Practice putting into the context that students have learnt. This might include: • Filling out a basic application form for a job • using different websites to find information and | 5 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|--------------------------|--|------------------------|--|------------------------|
| | | | | passing the links to other people to use. <ul style="list-style-type: none"> • Taking and using images on a mobile phone, to share information with friends. • Liking and following social media posts • Password protocols | |
| 5 | Unit 9 Recap of learning | Recap of learning on this units' key topics before starting the assignment | As above | Practice any tasks learners found difficult or struggled with. Recap key points ready for assessment. | 1-2 |

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|---|--|---|---|--|-----|
| 6 | Introduction to Unit 19 Producing a Basic document. | Introduce to learners the skills they will develop in this unit. Then start to develop their skills in reviewing and producing basic documents. You should discuss with the learners the purpose of each of documents they review. | Purpose Types of information Images | Cover the skills needed for identifying different styles of documents. A cut and paste activity would work well here. Choose activities from a range of practical tasks such as: <ul style="list-style-type: none"> • Looking at different examples of documents and identifying their purpose. This would work well as a peer task. Try to include electronic examples to place the emphasis on ICT. • Identifying what they like about the presentation of different documents e.g. images, photographs. • Filling in different types of documents | 5-6 |
|---|--|---|---|--|-----|

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-------|---------|------------------------|--|------------------------|
| | | | | such as checklists, with support and guidance <ul style="list-style-type: none"> • Looking at different examples of electronic documents and choosing their favourites • Answering questions to find out why they like particular documents. | |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-------------------------------|---|---|--|------------------------|
| 7 | Unit 19 Developing the skills | Learners will continue to develop their reviewing document skills through activities that build on the skills developed in session 6. | Sources Document Photos Illustrations Posters Leaflets Key words Sorting information | Choose practical activities to complete from a range of tasks for example: <ul style="list-style-type: none"> • Identifying information to include in the document from given sources such as websites and using a search engine with support. • Choosing illustrations, photographs and text to include in the document from given sources. • Helping to make posters and leaflets to reinforce learning from other subjects they are working on. | 4-5 |

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|---|------------------------------------|---|---|---|---|
| 8 | Unit 19 Contextualising the skills | Learners will now apply the skills they have learnt to engage in a variety of activities. | IT Tools Images Formatting Styles Layouts Text Checking Software | <ul style="list-style-type: none"> • Practice putting into the context that students have learnt. This might include: • Helping to make posters and leaflets to show different work situations they may be involved in • Making a leaflet for their course • Poster for an event • Helping to make a menu card for a day. • Checking the completed document once it is completed to make sure it is accurate and appropriate for the intended audience, with support and guidance. This could be done in a pair for confidence. | 5 |
|---|------------------------------------|---|---|---|---|

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|----------------|--------------------------|--|-------------------------------|---|-------------------------------|
| 9 | Unit 9 Recap of learning | Recap of learning on this units' key topics before starting the assignment | As above | Practice any tasks learners found difficult or struggled with. Recap key points ready for assessment. | 1-2 |
| 10 | Unit 9- Unit 19 | Review of the qualification completed. | All the above | Complete a peer or self-assessment activity on the qualifications. What have they enjoyed? What do they want to learn about further | 1-2 |

Entry 2 Combined Scheme of Work for Unit 9 and Unit 19.

Note: suggested estimated times below are less than GLH to allow flexibility in delivery.

Please note that when supporting learners in selecting organisations as part of their assignments all principles of safeguarding and health and safety must be followed.

This Scheme of Work should be used in conjunction with the Unit 9 and Unit 19 specifications to ensure full coverage of the qualification.

| Unit | Learning Aim(s) |
|-------------|--|
| 9 | A Find out about the use of digital technology. B Use digital skills when completing a given task |
| 19 | A Review a range of documents B Produce a document for a given purpose |

Key Teaching Areas

A1 Skills in researching digital technology uses, devices/applications and purposes.

B1 Skills for using technology.

B2 Skills for ensuring online personal safety.

A1 Skills in reviewing documents.

B1 Skills in planning and managing information.

B2 Skills in presenting information

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|--|--|--|--|------------------------|
| 1 | Introduction to Unit 9 Using Digital Skills | <p>Introduce to learners the skills they will develop in this unit.</p> <p>Then start to develop their understanding of some of the digital communication methods. You should discuss with the learners the purpose of each of the digital communication methods</p> | Email Passwords Social Media Laptops ATMS Smart Watches Purpose Email | <p>Cover devices for different types and technology for digital communication and where these can be found. A cut and paste activity would work well here. Follow this up with a discussion about the purpose of each type and technology.</p> <p>Choose activities from a range of tasks such as:</p> <ul style="list-style-type: none"> • Discussing how technology can help or hinder everyday activities. An activity could be done here to identify daily activities and how technology might hinder or help those activities. | 6 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-------|---------|------------------------|--|------------------------|
| | | | | <ul style="list-style-type: none"> • Watching clips from the past to generate a discussion about how technology has evolved or changed over time. • Demonstration or discussion on how everyday tasks were completed before the use of technology before mobile phones, the internet, ATMs, online shopping, booking holidays. • Simulation activity based on future technological advances e.g. artificial intelligence, automated services, robotics, transport. • Exploration of devices for given list of tasks. | |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-----------------------------------|--|--|--|------------------------|
| | | | | Provide some devices to students and give them a task so they can compare how easy/hard it was to complete each task e.g. laptop, pc, phone, smart watch, iPad etc | |
| 2 | Unit 9- Developing Digital Skills | Learners will continue to develop using digital skills through activities that build on the skills developed in session 1. | Search Engines Internet Images Voicemail VLE Spell Check Search Engines Online forms Chip and Pin Google/Apple/Android pay. | Choose practical activities to complete from a range of tasks for example: <ul style="list-style-type: none"> Discussions and comparisons of how technology and computer software can support study e.g. using spellcheckers, saving and reviewing own work, presentation, combining text and images. | 5 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|--|---|--|---|------------------------|
| | | | | <ul style="list-style-type: none"> • In pairs, learners are given a short list of questions to search using the internet. Findings are then compared and discussed with the whole group. • Group visits to local supermarkets/take-away restaurants that require the use technology to order food or buy provisions. • Following step-by step guides to set up email accounts or join online community groups. | |
| 3 | Unit 9-Practising skills for safe use of digital devices | Learners will consider how they will keep themselves safe when working with digital devices | Safety Passwords Health and Safety | <ul style="list-style-type: none"> • Discussion/instruction on how to protect personal information and identity when using technology. | 5 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|------------------------------------|--|--|--|------------------------|
| | | | Pin | Compiling a dos and don'ts checklist. <ul style="list-style-type: none"> • Watching videos on staying safe online including some group activities on different scenario's students could be faced with. • A talk by an organisation linked to cybercrime and or risks online would add value here. | |
| 4 | Unit 9- Contextualising the skills | Learners will now apply the skills they have learnt to engage in a variety of activities | Search Engines Key words Social media Password protection Spam Padlocks Subject specific words | <ul style="list-style-type: none"> • Practice putting into the context that students have learnt. This might include: • Producing a digital application form for a job • Using different websites to find out information about | 5 |

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|--------------------------|--|------------------------|--|------------------------|
| | | | | <p>how to stay safe online.</p> <ul style="list-style-type: none"> • Liking and following social media posts • Password protocols • Exploring the use of technology in areas provided by the tutor and how technology supports these areas. • Using search engines to find out about future study or employment opportunities. | |
| 5 | Unit 9 Recap of learning | Recap of learning on this units' key topics before starting the assignment | As above | <p>Practice any tasks learners found difficult or struggled with.</p> <p>Recap key points ready for assessment.</p> | 1-2 |

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|---|--|---|--|--|-----|
| 6 | Introduction to Unit 19 Create a Document | <p>Introduce to learners the skills they will develop in this unit.</p> <p>Then start to develop their skills in reviewing and creating documents. You should discuss with the learners the purpose, audience, and effect of each of documents they review.</p> | <p>Purpose</p> <p>Types of information</p> <p>Images</p> | <p>Cover the skills needed for effectively reviewing documents. A cut and paste activity would work well here.</p> <p>Choose activities from a range of practical tasks such as:</p> <ul style="list-style-type: none"> • Discussions on a range of given example documents and their general purpose e.g. promote an event or service, provide information or recording agreed actions. Thinking about the audience of these documents and the effect of the document on the audience. • Matching a range of documents to a given purpose e.g. maps, timetables, agendas. | 5-6 |
|---|--|---|--|--|-----|

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-------|---------|------------------------|--|------------------------|
| | | | | <p>As this has an ICT focus try to include electronic versions of documents to review where possible. You could have a discussion on benefits of electronic documents via paper.</p> <ul style="list-style-type: none"> • Discussions on how documents are structured e.g. common formats, introduction, main body, summary, using images. Flash cards would work well here. • Group review of a range of 'flawed' electronic documents where key information is missing, misleading or contradictory. | |

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|---|-------------------------------|---|--|--|---|
| 7 | Unit 19 Developing the skills | Learners will continue to develop their collection and reviewing of document skills through activities that build on the skills developed in session 6. | <p>Sources</p> <p>Lists</p> <p>Document</p> <p>Photos</p> <p>Illustrations</p> <p>Instructions</p> <p>Internet</p> <p>Key words</p> <p>Sorting information</p> | <p>Choose practical activities to complete from a range of tasks for example:</p> <ul style="list-style-type: none"> • Compiling basic lists of key information that should be included in documents and reasons why. • Assigning sections of electronic documents to small groups to discuss or write and compare findings. • Comparing two similar documents, one with and one without images and discussing the differences. • In pairs, following written instructions to find a hidden object within the centre. • In pairs, following step-by-step visual instructions to complete a simple task on a digital device. | 5 |
|---|-------------------------------|---|--|--|---|

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|---------|-------|---------|------------------------|--|------------------------|
| | | | | <ul style="list-style-type: none"> In pairs, compiling text or visual instructions for other group members to find something on the internet and reviewing the outcome. | |

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|---|---------------------------------------|---|---|--|---|
| 8 | Unit 19 Contextualising the skills | Learners will now apply the skills they have learnt to engage in a variety of activities. | IT Tools Images Formatting Styles Layouts Text Internet Application Form CV Letter of application Checking Software Spell check | <ul style="list-style-type: none"> • Practice putting into the context that students have learnt. This might include: • Linking this unit with others e.g. learners could produce a simple step-by-step guide to prepare a meal or produce a flyer for a team event. Use spell check to fix any spelling mistakes. • Explaining how documents are used within a work-related environment. • Reviewing application forms, CV's and letters of application for suitability and purpose. • Setting tasks related to a given job role and activity e.g. producing a menu or a meeting agenda. | 7 |
|---|---------------------------------------|---|---|--|---|

| Session | Focus | Content | Concept and /Key Terms | Resources/Learner Activities/Assessment | Estimated Time (hours) |
|----------------|--------------------------|---|-------------------------------|---|-------------------------------|
| | | | | <ul style="list-style-type: none"> Group activity on choosing a holiday based on internet information. | |
| 9 | Unit 9 Recap of learning | Recap of learning on this units' key topics before starting the assignment. | As above | Practice any tasks learners found difficult or struggled with. Recap key points ready for assessment. | 1-2 |
| 10 | Unit 9- Unit 19 | Review of the qualification completed. | All the above | Complete a peer or self-assessment activity on the qualifications. What have they enjoyed? What do they want to learn about further | 1-2 |

Tutorial Demands

Where possible, incorporate your tutorial Scheme of Learning into your delivery, it would be particularly beneficial to include opportunities to use digital devices or the internet. There are several ways in which centres may incorporate pastoral responsibilities for students into real learning activities while incorporating IT Skills. For example, Unit 9 could be used to develop understanding on how to stay safe on social media, and stranger danger online. The examples below can be adapted according to the abilities of the group. Some of the tasks may need to be supported.

| Pastoral Responsibility | Possible Activity | IT Element |
|------------------------------|--|---|
| Staying Safe Online | What are the issues associated with online safety? Research | Create a set of questions and answers for students in the class. Each student to find another student, ask them a question. If they know the answer excellent, if not the student reads the answer out, and then they swap cards to teach someone else. |
| Safeguarding and Prevent | Look for posters around the institution. Take pictures. How effective are they? | Create a new poster to highlight a specific safeguarding issue. |
| Well-being | What is well-being? Research well-being apps and try to find one that is suitable for your age group. | Make a vblog or TikTok to show the benefits of the app. |
| Employability and Enterprise | Use the internet to search for a job they would like to do | Make a list of job requirements |
| Black History Month | Students use a search engine to research a person from history that excelled in their particular field | Collaborative working online – students contribute a single slide on the subject of their chosen individual using a presentation software. |

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| LGBTQ History Month | What are the important dates in UK LGBTQ history? | Students create a poster highlighting the important milestones in LGBTQ history. |
| Purpose, Audience | What do these words mean in terms of online or offline documents | Students to research the words and define them simply. |
| Three Questions! (you could alter this to include more or less questions) | What are three questions I should ask myself at the end of each class? (e.g. What have I learnt today? What are my next steps? How can I put into actions what I have learnt? What do I need to do to improve? What have I learned so far on the course?) | Students to discuss what the questions they should ask at the end of each class. Create a poster to illustrate the questions or a booklet that could be used by students to answer these questions at the end of each class |

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

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

Understanding the Qualification, the Course and the Institution

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

| Subject | Possible Activity | IT Element |
|---------------------------|---|---|
| "My College Environment " | Students to vote on one rule they would like to see in the classroom. These are then turned into a set of rules for the class. | The final list of rules – perhaps set out as expectations – can be produced as a leaflet or poster using Word or PowerPoint. It would perhaps be good to do this as a competition. |
| "Good Housekeeping" | Students to set up a series of electronic folders in which they can save their work. Course tutor to demonstrate how to set up folders. | Learners can then practice saving their work into folders when they create things in lessons. |
| My timetable | Students to set up their own timetable. | Students will learn how to layout documents and how to use certain formatting tools. |
| The Trip | Learners to discuss in groups what they need to do in order to organise a trip to a venue or event. | Students to log their findings using a suitable piece of software. What are the obstacles that need to be overcome here? This could take the shape of a presentation and involve delivery of formatting that should be used in this kind of format. Basic costs might also be identified depending on the ability of the group. |
| The benefits of... | Learning about ICT! Students take a closer look at unit content and decide on why it is included on a BTEC course! | Students create a poster. In this example, they could include how ICT is a big part of their life and what they use it for. |

Charity Events

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

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

Assignment Brief Guidance

These assignment brief exemplars are suggested approaches and are not intended to act as authorised assignment briefs. The specifications are intended to give centres flexibility in their delivery and assessment approaches to enable tasks to be accessible to learners in a variety of learning environments. Therefore, we encourage centres to consider the examples as guides which can be adapted to suit their own needs and not to be considered as a prescriptive requirement.

All assignment briefs must be internally verified (including exemplar assignments) before been issued to learners, there should be sufficient time allowed for this process in case any amendments are required following internal verification feedback. The centre should ensure that the assignment brief details suitable activities and appropriate guidance to enable the learners to fully meet the criteria. Further guidance on the internal verification process is also outlined on our website.

When designing your own assessment material, you may wish to use our free assignment checking service or consult with your allocated standard verifier / others. The standard verifier is there to provide advice, guidance and support throughout the academic year and early contact with them to confirm the right procedures and documents are in place is welcomed.

Exemplar assignment briefs Entry 1- Pre-Vocational Studies Unit 19

| | |
|---------------------------------------|---|
| Qualification | BTEC Entry 1 Award/Subsidiary Award in Pre-Vocational Study |
| Unit or Component number and title | Unit 19: Producing a simple document |
| Learning aim(s) (For NQF/RQF only) | A: Gather information to use in a basic document B: Produce a basic document |
| Assignment title | Creating a Guide to Logging on |
| Assessor | |
| Hand out date | |
| Hand in deadline | |

| | |
|--------------------------------|---|
| Vocational Scenario or Context | <p>Computers and laptops are everywhere these days.</p> <p>You have been asked by a local group to produce a leaflet to show to people over 65 how to log into a desktop computer.</p> <p>You should also include images of some equipment they might need to have to log in and use the desktop computer successfully.</p> |
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| Task 1 | <p>Firstly, you will decide on the steps a user needs to take to log on successfully to a desk top computer and what equipment might be needed.</p> <p>You will display this information in a leaflet. To do this you will need to work out how best to do this.</p> <p>Look at some of the leaflets and posters provided by your tutor.</p> <p>What types of information do they have? How do they use pictures?</p> <p>What sort of information will need to be on your leaflet to tell older people how to log on a desktop computer. You should identify the information you will use in your leaflet, through looking on the internet for useful information.</p> |
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| | Once you have identified the information you think is useful you should discuss this with your tutor. |
| Checklist of evidence required | Completed Worksheets (produced by tutor) Tutor observation form |
| Criteria covered by this task: | |
| Unit/Criteria reference | To achieve the criteria, you must show that you are able to: |
| A.P1 | Identify ways that information is presented in different types of documents provided |
| A.P2 | Identify information to use in agreed document |
| Task 2 | Create a single page leaflet by digital means showing a person over 65 how to log on to a computer successfully. Include images of any equipment they might need to do this effectively. Save your file with a suitable name. You might need help to do this. |
| Checklist of evidence required | Produce a basic document with the support and guidance of others |
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| Unit/Criteria reference | |
| B.P3 | Produce a basic document with the support and guidance of others |
| Sources of information to support you with this Assignment | Websites/Photos/ Newspapers |

Exemplar assignment briefs Entry 1- Pre-Vocational Studies Unit 9

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| Qualification | BTEC Entry 1 Award/Subsidiary Award in Pre-Vocational Study |
| Unit or Component number and title | Unit 9: Developing Digital Communication Skills |
| Learning aim(s) (For NQF/RQF only) | A: Find out about different types of digital communication B: Use digital communication skills safely |
| Assignment title | Developing my digital skills |
| Assessor | |
| Hand out date | |
| Hand in deadline | |

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| Vocational Scenario or Context | <p>You have been invited to do a one-week work experience in a local business.</p> <p>To prepare for the role you must research and identify the purposes of different types of digital communications.</p> <p>Once you have researched this you will use your knowledge to communicate safety with the business to accept their offer using a digital device.</p> |
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| Task 1 | <p>Firstly you will identify two different types of digital communication using the internet.</p> <p>Once you have identified these you should produce a poster in which you state what each type is and what it is used for. (It's purpose.)</p> |
| Checklist of evidence required | Poster |
| Criteria covered by this task: | |
| Unit/Criteria reference | To achieve the criteria, you must show that you are able to: |

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| A.P1 | Identify the purpose of different types of digital communication |
| Task 2 | <p>Now you have learnt about the different types you will use one of them to communicate with the local business to accept the offer of a work placement.</p> <p>You should select the best way of doing this ensuring that you are safe. Before you complete the activity you should produce a brief guide you can follow with step-by-step instructions to help you to keep safe whilst using the device.</p> |
| Checklist of evidence required | Guide Observation Record |
| Unit/Criteria reference | |
| B.P2 | Use a digital device to communicate with others |
| B.P3 | Follow basic procedures to keep safe when using digital devices |
| Sources of information to support you with this Assignment | Websites/Photos/ Newspapers |



Exemplar assignment briefs Entry 2- Pre-Vocational Studies Unit 19

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| Qualification | BTEC Entry 2 Award/Subsidiary Award in Pre-Vocational Study |
| Unit or Component number and title | Unit 19: Producing a simple document |
| Learning aim(s) (For NQF/RQF only) | <p>A: Review a range of documents</p> <p>B: Produce a document for a given purpose</p> |
| Assignment title | Reviewing recruitment documents |
| Assessor | |

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| Hand out date | |
| Hand in deadline | |

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| Vocational Scenario or Context | <p>You work in an office. Your job is to go through the CV's and application forms that come in for any jobs available.</p> <p>Your manager wants to find out more about what information is being collected through these documents, so they can put a new online application form on the website.</p> <p>You will present this information to them at the next meeting.</p> |
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| Task 1 | <p>Your first job is to review some examples of CV's and application forms. These can either be your teacher's examples or your own.</p> <p>When reviewing these documents for each one you should write down the key features you find and the purpose, effect and audience of each document you review.</p> |
| Checklist of evidence required | Written notes |
| Criteria covered by this task: | |
| Unit/Criteria reference | To achieve the criteria, you must show that you are able to: |
| A.P1 | Review documents, showing an understanding of the key features to highlight, audience, purpose and effect |
| Task 2 | <p>Using what you have learnt you will now get to work on creating the new online application form. You must ensure it includes all the important information you learnt about in task 1.</p> <p>You must also make sure it is suitable for the business's audience and its purpose which is to collect responses from potential job hunters.</p> <p>The application form must be presented in a similar format to the ones you have previously reviewed.</p> |
| Checklist of evidence required | Completed application form. |

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| Unit/Criteria reference | |
| B.P2 | Select information to be included in the document |
| B.P3 | Present relevant information in a document in an appropriate format/style |
| Sources of information to support you with this Assignment | Examples of CV's and application forms including digital ones |



Exemplar assignment briefs Entry 1- Pre-Vocational Studies Unit 9

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| Qualification | BTEC Entry 2 Award/Subsidiary Award in Pre-Vocational Study |
| Unit or Component number and title | Unit 9 Using digital skills |
| Learning aim(s) (For NQF/RQF only) | A Find out about the use of digital technology. B Use digital skills when completing a given task. |
| Assignment title | Becoming a digital guru |
| Assessor | |
| Hand out date | |
| Hand in deadline | |

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| Vocational Scenario or Context | <p>You have decided you want to apply for a job working with technology. To apply for a job you will prepare by finding out about the types of technologies that exist and their purpose.</p> <p>You will then practice creating a document using your existing digital skills, taking care to recognise how to do this safely.</p> |
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| Task 1 | <p>You firstly decide to use the internet to research the kinds of digital technologies there are and the purpose of each. You must do this safely, making sure you do not put your personal safety at risk.</p> <p>You will present this in a table which will include:</p> <ul style="list-style-type: none"> • Name of technology • What it is used for (the purpose) • Where you found the information • Any other information you want to add. <p>Your tutor will be on hand to help support you with this task.</p> |
| Checklist of evidence required | Table |
| Criteria covered by this task: | |
| Unit/Criteria reference | To achieve the criteria, you must show that you are able to: |
| A.P1 | Follow given instructions when exploring types of technology and their purposes |
| Task 2 | <p>Now you are aware of different kinds of digital technologies you will use a presentation software to show what kind of digital technologies you use and how you use them. You must do this safely, making sure you do not put your personal safety at risk.</p> <p>Your tutor will provide you a template to do this. You will need to show digital skills such as adding information, images and or animations to make the final product.</p> <p>Finally you will make comments to your tutor on how you made sure you used your skills to keep you safe online both in task 1 and task 2.</p> |
| Checklist of evidence required | Presentation (pre-populated) Observation record |
| Unit/Criteria reference | |
| B.P2 | Use digital skills to carry out a given task |

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| B.P3 | Follow practices to ensure online personal safety |
| Sources of information to support you with this Assignment | Presentation templates |
