BTEC Tech Award in
Digital Information Technology
Your Key Stage 4 BTEC for schools

Included on 2022 performance tables in England and Northern Ireland

The skills to succeed - the confidence to progress
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Introducing BTEC Tech Awards

In this section
» What are BTECs?
» What are the BTEC Tech Awards?
» Why is the BTEC Tech Award in Digital Information Technology the best option for my students?
New to BTEC at Key Stage 4?

What are BTECs?
Chosen by over a million students every year, BTECs are vocational qualifications designed to help your students succeed. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

What are BTEC Tech Awards?
Designed specifically for schools, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through scenario-based external assessments rather than traditional exam formats.

BTEC Tech Awards have been specifically designed:

- for 14-16 year olds in schools
- to give students a hands-on taste of the sector, and the skills and confidence to take their next steps
- to count in the 'open group' of Progress 8

Why choose BTEC Tech Award in Digital Information Technology?

- Content to interest and engage your KS4 digital information technology students.
- Planning and teaching made simple: all the support materials you need and a digital information technology specialist on hand.
- Clear progression onto Level 3 study for students who want to explore digital information technology further.
- Differentiated grading across both Level 1 and Level 2, with mapping to the new 9-1 GCSE grades.
How does the course work?

The course is made up of three components: two that are internally assessed and one that’s externally assessed.

Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

<table>
<thead>
<tr>
<th>Explore</th>
<th>Collecting, Presenting and Interpreting Data</th>
<th>Effective Digital Working Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring User Interface Design Principles and Project Planning Techniques</td>
<td>• internally assessed assignment(s)</td>
<td>• Externally assessed exam</td>
</tr>
<tr>
<td>• 30% of the total course</td>
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</tr>
</tbody>
</table>

In this section...

» How does the course work?
» How does Component 1 work?
» How does Component 2 work?
» How does Component 3 work?
» Your support for teaching BTEC Tech Awards
Component 1: Explore

Exploring User Interface Design Principles and Project Planning Techniques

Aim: how to project plan the design and development of a user interface
Assessment: internally assessed assignment(s)
Weighting: 30% of total course

During Component 1, your students will:
• explore user interface design and development principles
• investigate how to use project planning techniques to manage a digital project
• discover how to develop and review a digital user interface.

For more information on the content in this component and assessment examples visit: quals.pearson.com/TAdigital and explore Section 3 of the specification.
Component 2: Develop
Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions
Assessment: internally assessed assignment(s)
Weighting: 30% of total course

During Component 2, your students will:
• explore how data impacts on individuals and organisations
• draw conclusions and make recommendations on data intelligence
• develop a dashboard using data manipulation tools.

For more information on the content in this component and assessment examples visit: quals.pearson.com/TAdigital and explore Section 3 of the specification.
Component 3: Apply
Effective Digital Working Practices

Aim: explore how organisations use digital systems and the wider implications associated with their use

Assessment: scenario-based external 1hr 30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations.

Weighting: 40% of total course

To achieve this aim, your students will:
• explore how modern information technology is evolving
• consider legal and ethical issues in data and information sharing
• understand what cyber security is and how to safeguard against it.

For more information on the content in this component and assessment examples visit: quals.pearson.com/TAdigital and explore Section 3 of the specification.
Your support for teaching: overview

Free support

Course materials
There are lots of materials available on our website to support your planning and delivery, including:

• Course Planners for 1 and 2 years
• Schemes of Work for each component
• Assessment materials: SAMs, Authorised Assignment Briefs, and Sample Marked Learner Work across all levels for internally assessed components.
quals.pearson.com/TAdigital

Training events
We are running Getting Ready to Teach events to help you feel confident teaching and assessing this new qualification.
quals.pearson.com/training

Digital Information Technology Subject Advisor
Your Digital Information Technology Subject Advisor, Tim Brady, is always on hand if you have any queries. Get in touch at:
https://support.pearson.com/uk/s/qualification-contactus
0333 016 4160

Paid-for resources

Every lesson covered
Our resources are built around the free Schemes of Work and cover every lesson from all three components, to make planning and teaching simple.

Every lesson in one spread
Each lesson in the Scheme of Work has a corresponding two-page spread in the Student Book, with all the content you need to teach that lesson, as well as activities, case studies and assessment practice. See pages 16-17.

More resources for every lesson
The online Teacher Resources are accessed lesson by lesson through a digital version of the Student Book and include PowerPoints, interactive quizzes and worksheets. See pages 18-19.

Step 1: Scheme of Work
Step 2: Student Book
Step 3: Teacher Resources

Learn more about our resources at:
www.pearsonschools.co.uk/dittechres
Introduction to user interfaces

What is a user interface?

A user interface is the software that allows users to interact with devices. It allows the user to control or use a device, such as a computer program or an electronic device. Types of software include systems software, application software, and device drivers.

What is meant by the term ‘user interface’?

A user interface is the software that sits between humans and devices. It allows the user to control or use a device. An example of a user interface is a word-processing software program. It allows the user to type text into the program and then save the text for future use.

What user interfaces are you familiar with?

There are many types of user interfaces. Some are simple, such as using a mouse to click on buttons or type text into a program. Others are more complex, such as using voice commands to control a device.

What terms should you remember for this lesson?

- User interface
- Accessibility needs
- Software features
- Human features

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Examples of user interfaces

User interfaces are used across a wide range of different devices. Table 1.1 gives some examples of devices with user interfaces.

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<thead>
<tr>
<th>Type of device</th>
<th>Example devices with a user interface</th>
</tr>
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<tbody>
<tr>
<td>Windows systems</td>
<td>Desktop computers, laptops, tablets</td>
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<tr>
<td>Embedded devices</td>
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<td>Handheld devices</td>
<td>Game consoles, digital cameras</td>
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<tr>
<td>Entertainment systems</td>
<td>Home cinema systems, video games</td>
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<tr>
<td>Appliances</td>
<td>Microwave ovens, washing machines</td>
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<tr>
<td>Other example devices</td>
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What user interfaces are you familiar with?

There are many types of user interfaces. Some are simple, such as using a mouse to click on buttons or type text into a program. Others are more complex, such as using voice commands to control a device.

Human features

Humans are the individuals that use a device. A device can be used by a small group of users within an organization or by millions of users across the world. Humans may have different needs and may need to be considered when designing user interfaces.

Human to device interaction

Humans and devices obviously work in different ways, so careful planning needs to go into designing how the two will interact. When designing a user interface, you need to consider all user needs and the features of the device.

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Your support for teaching: **Teacher Resources (via ActiveLearn Digital Service)**

Our Teacher Resources provide extra activities for each lesson in the Student Book and complement the delivery model suggested in the Scheme of Work.

**What's inside?**
- online version of the Student Book for front-of-class use
- ready-made PowerPoint presentations
- activity and assessment worksheets, that you can download and tailor to your students’ needs
- interactive content such as knowledge quizzes and step-by-step demonstrations of skills and processes.

**How will it support my teaching?**

The Teacher Resources build on the lesson spreads in the Student Book, providing you with additional front-of-class teaching resources for every lesson.

Using the Student Book and Teacher Resources together means that you have all the lesson content and resources you need to plan and teach every lesson from the Scheme of Work.

You do not have to purchase paid-for resources to deliver this qualification.

Learn more about our paid-for resources at: [www.pearsonschools.co.uk/dittechres](http://www.pearsonschools.co.uk/dittechres)
Get set for assessment

In this section...

» Why the combination of internal and external assessment?
» How does assessment work?
» How does grading work?
» Your support for assessment

Why the combination of internal and external assessment?

The combination of internal and external assessment means your students will develop the knowledge, understanding and skills they need and then have the opportunity to put this learning into practice through real-life scenarios.

**Internally assessed assignments**

- The focus is on your students developing their knowledge, understanding and skills.

  **Component 1 example assignment:** Analyse how a user interface meets a client’s requirement.

  **Component 2 example assignment:** Analyse the effectiveness of a data dashboard.

**Externally assessed exam**

- The focus is on your students putting their learning into practice through real-life scenarios.

  **Component 3 example exam:** A written assessment that synoptically covers knowledge gained across the qualification.
How does the internal assessment work?

Retaining the BTEC approach

Internal assessment

We’ve retained the well-established BTEC approach, adapted to fit the specific needs of this qualification. Authorised Assignment Briefs (AAB) are provided and these can be used or modified, if modified the Assignment Brief (AB) must be Internally Verified (IV). Then the AB is given to the students with hand-in date and the assessment is internally and externally verified.

Can my students resubmit?

There will be one opportunity to resubmit improved evidence, once approved with your Lead Internal Verifier.

Why do we use verification?

We have chosen to verify rather than moderate our assignments; this means you can receive feedback on individual students and understand and track their performance at every stage - avoiding any last minute surprises.

Want to know more?

More detail on internal assignments is in section 5 of your specification.

quals.pearson.com/TAdigital

How does the external assessment work?

We realise that BTEC students should be assessed in a way that suits vocational learning. That’s why our new Tech Awards use scenario-based external assessments rather than traditional exam formats.

When can my students take the external assessment?

There is one externally assessed component (Component 3), designed to be synoptic (drawing together knowledge from the previous components) and taken near the end of the course. This is a 1 hour 30 minute exam to be taken in February or May/June.

Can my students resit?

Your students will have one opportunity to resit.

Want to see an example assessment?

See the sample assessment material (SAM) on our website.

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How does the grading work?

Students achieve a grade for each component, which are allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.

Full grading

Our qualification goes from Level 1 Pass to Level 2 Distinction* to ensure all students’ achievements are recognised. Students need to achieve a L1 Pass or above in each of the three components to achieve the qualification.

Qualification grade point thresholds

<table>
<thead>
<tr>
<th>Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Distinction*</td>
<td>108 points</td>
</tr>
<tr>
<td>Level 2 Distinction</td>
<td>95 points</td>
</tr>
<tr>
<td>Level 2 Merit</td>
<td>82 points</td>
</tr>
<tr>
<td>Level 2 Pass</td>
<td>69 points</td>
</tr>
<tr>
<td>Level 1 Distinction</td>
<td>56 points</td>
</tr>
<tr>
<td>Level 1 Merit</td>
<td>43 points</td>
</tr>
<tr>
<td>Level 1 Pass</td>
<td>30 points</td>
</tr>
</tbody>
</table>

Example

<table>
<thead>
<tr>
<th>Internally assessed</th>
<th>Externally assessed</th>
<th>Final qualification grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore - 30%</td>
<td>Develop - 30%</td>
<td>Apply - 40%</td>
</tr>
<tr>
<td>PASSED</td>
<td>PASSED</td>
<td>PASSED</td>
</tr>
</tbody>
</table>

For more information on grading see section 8 of the specification.
quals.pearson.com/TAdigital

Get set for assessment

For more information on internal and external grading see section 8 of the specification.
quals.pearson.com/TAdigital
Recognising student achievement

In this section...

» How does the BTEC Tech Award fit into Progress 8?
» Where can a BTEC Tech Award take your students?

Your support for assessment

Sample Assessment Material
You can download Sample Assessment Material for Component 3 from our website, to give you an idea of what the exam will look like. This also includes a mark scheme and marking guidance, so that you can see what is required from your students at each level.

quals.pearson.com/TAdigital

Authorised Assignment Briefs
You can download Authorised Assignment Briefs for each of the Learning Aims of Components 1 and 2 from our website. You can use these with your students as they are, tailor them to fit your students, or use them as inspiration to develop your own briefs.

quals.pearson.com/TAdigital

Sample Marked Learner Work
You can download Sample Marked Learner Work from our website. This will give you an example of students’ responses at L1P, L1M, L1D, L2P, L2M, L2D grades. Component 3 Sample Marked Learner Work will also be provided with full commentary from examiners.

quals.pearson.com/TAdigital

Paid-for resources
We are also developing resources to support you, and help your students reach their full potential. Our Student Book and ActiveLearn Digital Service will both include specific activities on preparing for assessment.

See pages 14-19 of this guide to find out more
Where can a BTEC Tech Award take your students?

What will my students gain from a BTEC Tech Award?

**Practical, transferable skills**
BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.

**A taster of the sector**
The BTEC Tech Award is a practical introduction to life and work in the Digital Information Technology sector, so your students can develop their understanding of the sector and see whether it’s an industry they’d like to be in.

**A well-rounded foundation for further study**
As they’re designed to be taken alongside GCSEs, with a BTEC Tech Award your KS4 students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

How does the BTEC Tech Award fit into Progress 8?

The BTEC Tech Award in Digital Information Technology has been included on the DfE List of qualifications which will count towards performance tables in England and Northern Ireland (2020 results), meaning that it can be included in the third tier of Progress 8: the ‘open’ (non-EBacc) category.

Your students can take up to 3 BTEC Tech Awards in the “Open Group” alongside their GCSEs.
Where can my students progress to?

**Data Analyst**
**First line support**
**Junior Designer**
**Business analyst**
**Test analyst**
**Database administrator**
**Software Developer**

**Post-16 Level 2 study of Digital Information Technology**
Ideal for students who perform strongly in Digital Information Technology compared to their overall performance at KS4

**Post-16 Level 2 study in a variety of subjects**
Designed to lead towards work, apprenticeships or further study at Level 3

**Level 1 at KS4**
**Level 2 at KS4**

**Level 3 vocational qualifications e.g. BTEC National in Information Technology**
Will prepare them for entry into employment or apprenticeships and Higher Education

**A Levels**
Will prepare them for entry into Higher Education

**Recognised by employers and universities**
In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

**What are my students’ options for progression after the course?**
After completing their BTEC Tech Award, your students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes.

The average digital salary in the UK is £50,663 - 44% higher than the average non-digital salary.
Your next steps
If you like what you see, and are interested in the BTEC Tech Award in Digital Information Technology, then:

Download your specification for a more detailed look at the course:
quals.pearson.com/TAdigital

Get in touch with your Subject Advisor, Tim Brady, with any queries.

https://support.pearson.com/uk/s/qualification-contactus

0333 016 4160

To subscribe to the Computer Science & ICT Subject Advisor Newsletter visit:

Tell us you’re teaching this qualification to receive the latest updates:
quals.pearson.com/TAsignup