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.

Read on to find out more
Teaching BTEC Tech Awards

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

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.

Exploring User Interface Design Principles and Project Planning Techniques

- internally assessed assignment(s)
- 30% of the total course

Collecting, Presenting and Interpreting Data

- internally assessed assignment(s)
- 30% of the total course

Effective Digital Working Practices

- Externally assessed exam
- 40% of the total course
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.

Learn more about our resources at:
www.pearsonschools.co.uk/ditteches
Exploring user interface design principles and project planning techniques

Introduction to user interfaces

A user interface is a software that enables interaction between users and devices. It allows the user to operate a device or carry out tasks.

What is a user interface?

A user interface is the software that enables users to interact with devices. Software features and human features are the two types of things that can be designed and applications such as word processing.

Explain why user interfaces are installed across a vast range of different devices. Table 1.1 gives some examples of devices with user interfaces.

<table>
<thead>
<tr>
<th>Type of device</th>
<th>Definition</th>
<th>Example devices with a user interface</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded systems</td>
<td>These are smaller systems that operate within a larger system. For example, some cars have embedded systems that allow you to control various aspects of the car, such as the radio.</td>
<td>Car automatic braking systems, central heating systems</td>
</tr>
<tr>
<td>Controlling systems</td>
<td>These are devices that are used to control other devices. For example, a remote control can be used to control a TV.</td>
<td>Smartphones, digital watches</td>
</tr>
<tr>
<td>Entertainment systems</td>
<td>These are systems that are used for entertainment purposes. For example, a home cinema system can be used to watch movies.</td>
<td>Game consoles, digital watches</td>
</tr>
<tr>
<td>Domestic appliances</td>
<td>These are appliances used to complete household tasks. For example, a microwave oven can be used to heat food.</td>
<td>Microwaves, washing machines</td>
</tr>
<tr>
<td>Consulting devices</td>
<td>These are devices that are used to provide information or advice. For example, a laptop computer can be used to search the internet.</td>
<td>Laptop computers, digital watches</td>
</tr>
<tr>
<td>Information systems</td>
<td>These are systems that are used to store and access information. For example, a computer can be used to store a database of customer records.</td>
<td>Computer systems, home networking systems</td>
</tr>
</tbody>
</table>

The following are some examples of devices with user interfaces:

- Mobile phones
- Tablets
- Laptop computers
- Smartwatches
- Game consoles
- Home appliances (microwave ovens, washing machines)
- Entertainment systems (home cinema systems, TV sets)
- Control systems (heating, cooling)
- Information systems (computer systems, databases)

Student Book

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

Order your free Evaluation Pack at:

www.pearsonschools.co.uk/ditteches
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 Verifi ed (IV). Then the AB is given to the students with hand-in date and the assessment is internally and externally verifi ed.

Can my students resubmit?

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

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.

One re-submission

One re-take
(with a new Assignment Brief)

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.

One resit

External synoptic assessment via 1hr 30min exam in a winter or summer session.

Want to see an example assessment?

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

quals.pearson.com/TAdigital
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

- Level 2 Distinction* · 114 points
- Level 2 Distinction · 105 points
- Level 2 Merit · 92 points
- Level 2 Pass · 72 points
- Level 1 Distinction · 58 points
- Level 1 Merit · 44 points
- Level 1 Pass · 30 points

For more information on grading see section 8 of the specification.
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
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.

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.

Where can a BTEC Tech Award take your students?

What will my students gain from a BTEC Tech Award?
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.

Recognised student achievement

Where can my students progress to?

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

Level of achievement

Level 1 at KS4

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

Level 2 at KS4

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

A Levels

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

Recognising student achievement
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

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