

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...

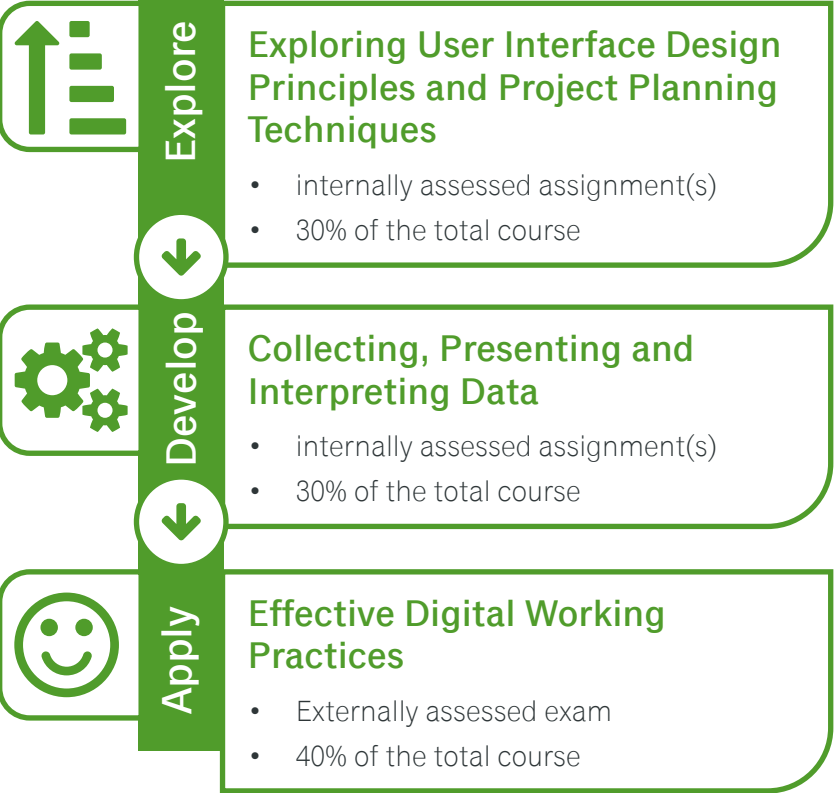
- » How does the course work?
- » How does Component 1 work?
- » How does Component 2 work?
- » How does Component 3 work?
- » Your support for teaching BTEC Tech Awards

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.



Component 1: Explore

Exploring User Interface Design Principles and Project Planning Techniques

Explore



Component 1

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

Develop



Component 2

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

Apply



Component 3

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 made simple



Step 1:
Scheme of Work



Step 2:
Student Book



Step 3:
Teacher 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/dittechres

Your support for teaching: Student Book

Each two-page spread within this Student Book covers a one hour lesson from the free scheme of work.

A warm-up task, to get students thinking and engaging with the topic.

Contains a handy definition of key words, phrases or concepts – useful for revision.

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

COMPONENT 1LEARNING AIM A

EXPLORING USER INTERFACE DESIGN PRINCIPLES AND PROJECT PLANNING TECHNIQUES

GETTING STARTED

In pairs, identify what tasks the following users would carry out on their device.
1 A shop assistant who uses an electronic till to serve a customer.
2 An individual who is using a self-service ticket machine in a train station.

KEY TERMS

User interface is a piece of software that allows users to interact with their devices.
Software allows users to complete tasks or to create something. There are different types of software to control hardware and applications such as word processing.
Accessibility is about how devices are designed for people with disabilities to use with ease.

LINK IT UP


To find out more about user needs, go to lesson 'User accessibility needs' in Learning aim A of this component.

Introduction to user interfaces

A **user interface** is the software that sits between humans and devices. It allows the user to operate a device to carry out tasks.

What is a user interface?

A user interface is the **software** that you can see when using a device. It allows you to respond to a device by entering information. This can include using a mouse, keyboard or touchscreen. You can now also use sound with some modern devices, where you enter commands by using your voice.



What user interfaces are you familiar with?

Human features

Humans are the individuals that use a device. A device can be used by a small group of users within an organisation or by millions of users across the world.
Users may have different:

- **accessibility** needs – for example, some users may have visual needs and may need some parts of the user interface enlarged. Other users may have hearing needs and may need to read text rather than listen to text being read aloud
- skill levels – for example, some users may be able to operate a user interface on their own. Other users may not have a lot of confidence using digital devices
- demographics – for example, users may be different ages and therefore have different experiences of using digital devices.

Software features

Software is the part of the user interface that allows the user to enter commands into a device. This is usually something that the user will see or hear such as:

- menus – for example, a user may select an option to change the brightness of the screen or to change the font styles in word-processing software

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.

Example uses of user interfaces

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

Table 1.1: The different applications of user interfaces

Type of device	Definition	Example devices with a user interface
Computers	These are general computers that are used within the home or workplace.	<ul style="list-style-type: none">• Desktop computers• Laptop computers
Handheld devices	These are small devices that are usually portable.	<ul style="list-style-type: none">• Digital watches• Smartphones
Entertainment systems	These are devices that are often used in the home for leisure activities.	<ul style="list-style-type: none">• Game consoles• Home cinema systems
Domestic appliances	These are devices that are used to complete household tasks.	<ul style="list-style-type: none">• Washing machines• Microwave ovens
Controlling devices	These are devices that are used to control other devices automatically.	<ul style="list-style-type: none">• Burglar alarms• Central heating systems
Embedded systems	These are much smaller computer systems that sit inside a larger system.	<ul style="list-style-type: none">• Car automatic braking systems• Aeroplane autopilots

ACTIVITY

1 Think of different devices that you often use. In pairs, discuss your experiences of using these devices. You should include:

- what tasks you have carried out on the device
- what methods you used to interact with the device
- how successfully the device understood what you wanted to do.

2 Column 3 in Table 1.1 lists example devices with a user interface. In pairs, list other example devices for each row in the table.

CHECK MY LEARNING

What is meant by the term 'user interface'? Give three features of a user interface. Describe three different example interactions with a user interface.

This is the main lesson activity, which is designed to build students' understanding of the topics and how they will be assessed.

This is the lesson plenary, helping learners to reflect back on the lesson objectives – could be used for class discussion or homework.

Order your free Evaluation Pack at:
www.pearsonschools.co.uk/dittechres

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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?

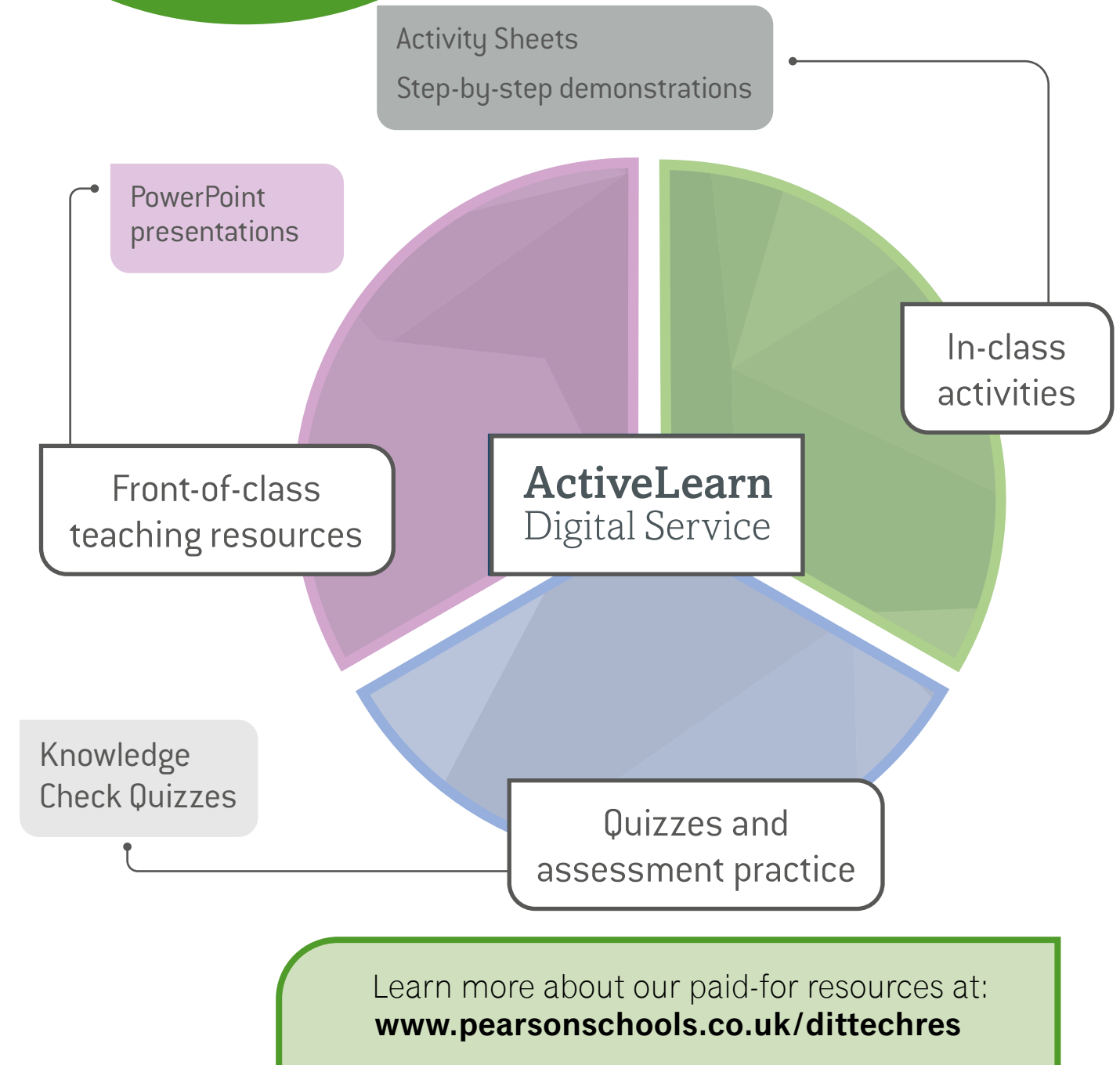
- online version of the Student Book for front-of-class use
- ready-made PowerPoint presentations
- activity and assessment worksheets, that you can download and tailor to your students' needs
- interactive content such as knowledge quizzes and step-by-step demonstrations of skills and processes.

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



Get set for assessment

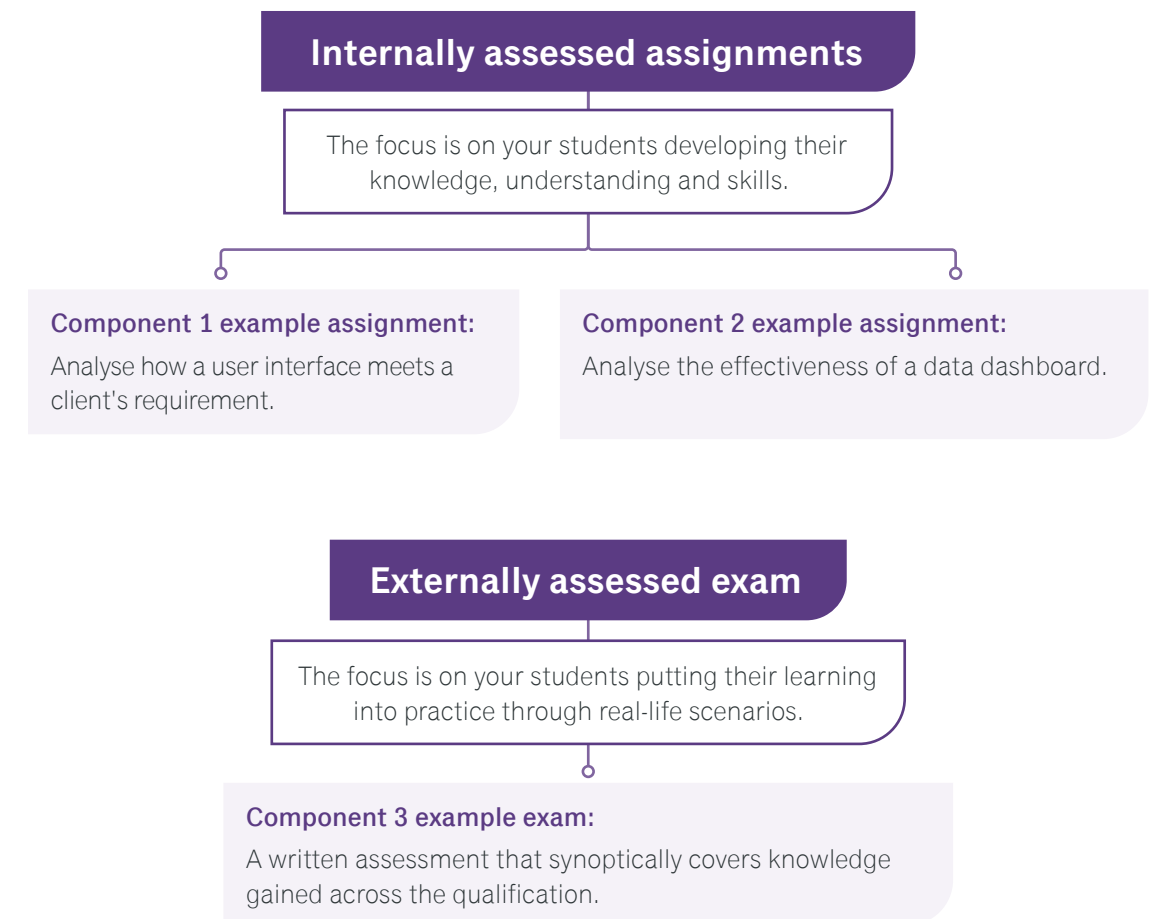
In this section...

- » 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.



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.

- ✓ One re-submission
- ✓ One retake (with a new Assignment Brief)



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.

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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.

- ✓ One resit



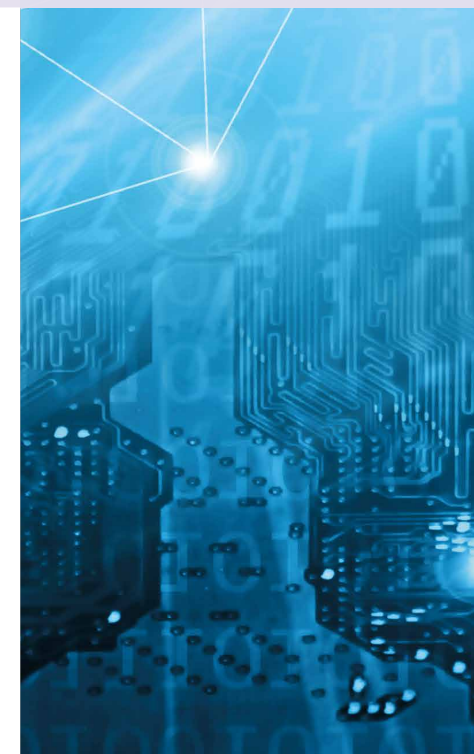
External synoptic assessment via 1hr 30min exam in a winter or summer session.



Want to see an example assessment?

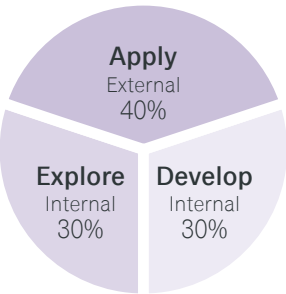
See the sample assessment material (SAM) on our website.

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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.



Internally assessed		Externally assessed	Final qualification grade
Explore - 30%	+	Develop - 30%	
PASSED ☑		PASSED ☑	

+	+	=	
Develop - 30%		Apply - 40%	
PASSED ☑		PASSED ☑	

Example			Final qualification grade
29 Points	38 Points	38 Points	
Grade Level 2 - Merit	Grade Level 2 - Distinction	Grade Level 2 - Merit	103 Points
			Final Grade Level 2 - Merit

i For more information on internal and external grading see section 8 of the specification.
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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

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

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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

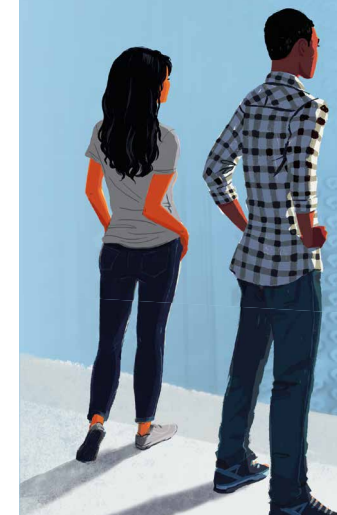
We are also developing resources to support you, and help your students reach their full potential. Our Student Book and ActiveLearn Digital Service will both include specific activities on preparing for assessment.

See pages 14-19 of this guide to find out more

Recognising student achievement

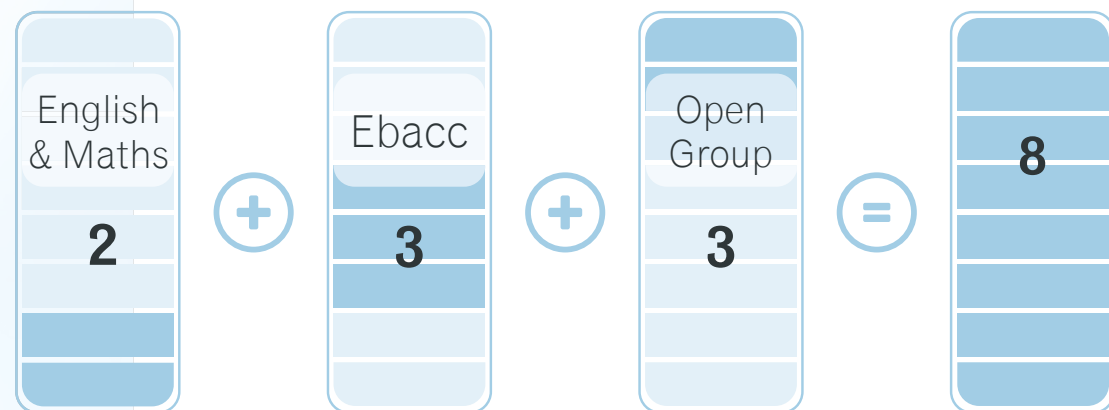
In this section...

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



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 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.

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?

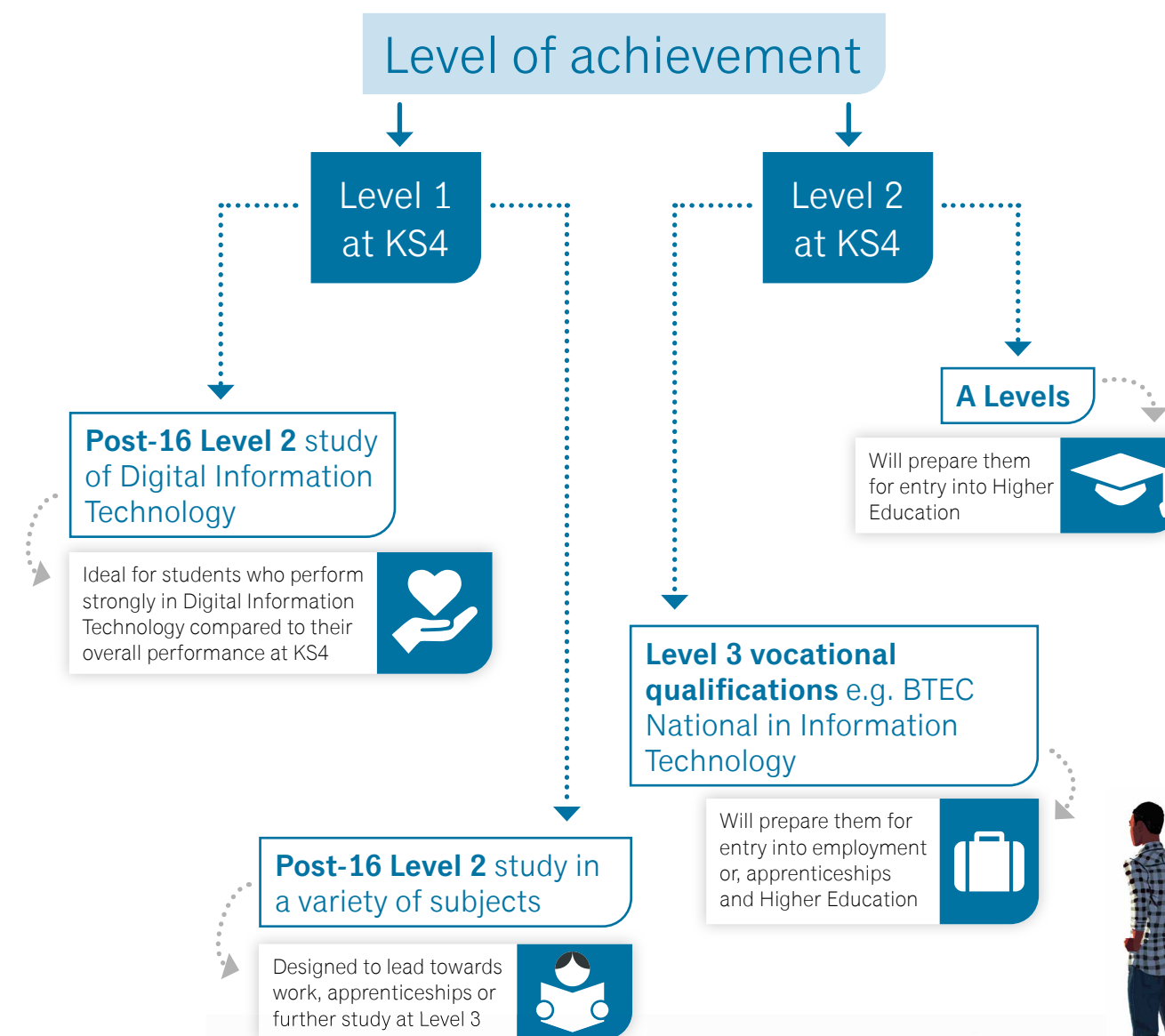
After completing their BTEC Tech Award, your students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes.



The average digital salary in the UK is £50,663 - 44% higher than the average non-digital salary.

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

Where can my students progress to?



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>

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The skills to succeed - the confidence to progress