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Delivering your BTEC in September 2020: BTEC Tech Award in Digital Information Technology
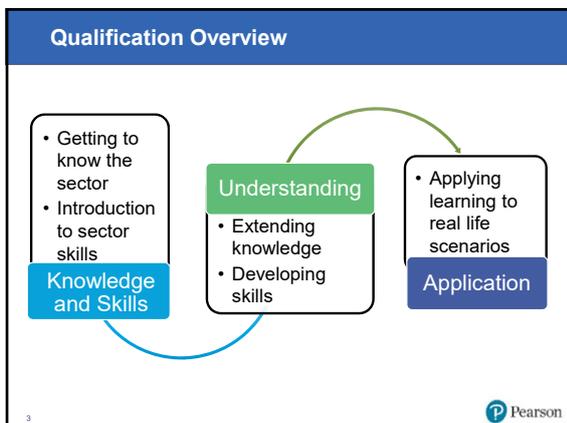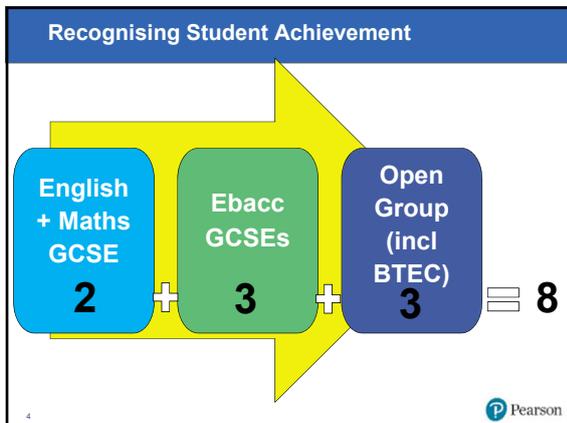
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Aims for this Event

- A discussion on the DIT Components
- How they are assessed and the grading model
- Sharing of practical resources and how to use in your delivery of DIT to ensure all components are delivered; in a way that learners engage and want to learn
- Practical support offered by Pearson, for the transition to DIT and, during the entire delivery of the qualification

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**Qualification Overview**

- Getting to know the sector
- Introduction to sector skills

Knowledge and Skills

Understanding
- Extending knowledge
- Developing skills

- Applying learning to real life scenarios

Application

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Recognising Student Achievement

English + Maths GCSE	Ebacc GCSEs	Open Group (incl BTEC)	
2	+ 3	+ 3	= 8

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The Qualification – At a Glance

Component titles	Assessment type	GLH	% of Qual
1. User Interface Design Principles and Project Planning Techniques	Internal	36	30
2. Collecting, Presenting and Interpreting Data	Internal	36	30
3. Effective Digital Working Practices	External (Synoptic)	48	40

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Grading and Achievement

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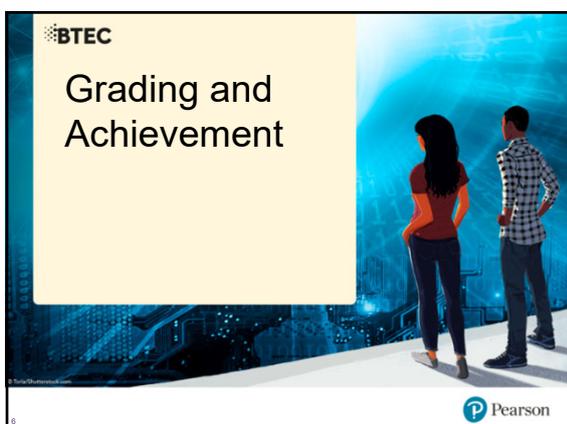
Component Grading

Internal Components grades:
Level 2 Distinction: All Level 2 Distinction criteria
Level 2 Merit: All Level 2 Merit criteria **OR** all Level 2 Pass criteria PLUS final LA distinction criterion/criteria
Level 2 Pass: All Level 2 Pass criteria

Level 1 Merit: All Level 1 Merit criteria **OR** all Level 1 Pass criteria PLUS final LA Level 2 Pass criteria
Level 1 Pass: All Level 1 Pass criteria

External component grades:
Level 2 Distinction
Level 2 Merit
Level 2 Pass
Level 1 Distinction
Level 1 Merit
Level 1 Pass

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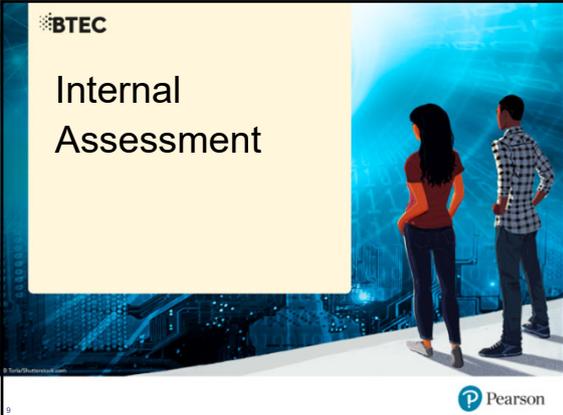## Holistic teaching

An indicative example of how this could be achieved is below.

Component 3	A1/A2	A1/A2						A1		
Component 1	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3

Component 3		B1		B2/B3		C1/C2	B2		C2/D1	
Component 2	A1	A2	A3	A4	A5	A6	A7	B1	B2	C1	C2

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Internal Assessment

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Components 1 and 2

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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

2

During Component 2 your students will:

• explore how data impacts on individuals and organisations

• develop a dashboard using data manipulation tools

• draw conclusions and make recommendations on data intelligence

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Assignment Briefs

Vocational scenario

Clear deadlines

Tasks

Mapped to learning aims and criteria

Clear evidence requirements

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Component 1

Learning Aims:

A - Investigate user interface design for individuals and organisations

B - Use project planning techniques to plan and design a user interface

C - Develop and review a user interface

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How Could You Teach

So, if you were to teach it plan an activity to meet…..
Component 1

Example:

Interesting way of teaching: For *Range of Uses* and *Hardware and Software influences.* Get learners to try the same interactions on both Siri/Alexa and a GUI/Touchscreen. Get them to comment on the differences, and how we accept a longer time for responses from a *natural language* system than we would from a touchscreen.

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Component 2

Learning Aims:

A - Investigate the role and impact of using data on individuals and organisations

B - Create a dashboard using data manipulation tools

C - Draw conclusions and review data presentation methods

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How Could You Teach

So, if you were to teach it plan an activity to meet…..
Component 2:
Learning Aim B: Create a dashboard using data manipulation tools

Example:

One example of this is 'fake news'. you can show them how this information can be represented as fact. There are plenty of examples of this online, This can work well with learner's where you use examples they'll be aware of.

E.g.: https://informationisbeautiful.net/visualizations/biggest-fake-news-of-2017/

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Assessment

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Holistic Assessment

| Sufficient coverage of the Teaching Content | Meet's the Assessment Criteria | Takes account of the Learning aim standards Essential information for assessment decisions |

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Holistic assessment

Teaching content

e.g.

Component 1 - A2 Audience needs

Learners will investigate the varying needs of the audience and how they affect both the type and the design of the interface.

• Accessibility needs:

o visual

o hearing

o speech

o motor

o cognitive.

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Holistic assessment

Meet's the Assessment Criteria

Level 1 Pass - satisfies all Level 1 Pass criteria

Level 1 Merit - **either** all Level 1 Merit criteria **or** all Level 1 Pass criteria **and** C.2P5, C.2P6

Level 2 Pass - satisfies all Level 2 Pass criteria

Level 2 Merit - **either** all Level 2 Merit criteria **or** all Level 2 Pass criteria **and** C.2D3

Level 2 Distinction - satisfies all Level 2 Distinction criteria

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Holistic Assessment

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions for each of the Learning aim at each Level.
E.g. For Learning aim A
1/A.2D1 Assess how effectively two different types of user interface meet the design principles and user needs, with justified examples.
- Key is the Assessment verb
- The majority of the identified points should be covered
- Sufficient coverage of the teaching content

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External Assessment

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Component 3

Effective Digital Working Practices

Purpose
explore how organisations use digital systems and the wider implications associated with their use.

Written paper

February and May/June
First sitting February 2020

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QP Structure

- 1hr 30mins
- always 60 marks
- always 4 tasks
- no MCQs
- always two 6 mark questions
- always one 9 mark question
- balance 4, 3, 2 & 1 mark questions.

Write your name here

Surname | Other names

Centre Number | Learner Registration Number

Pearson BTEC Level 1 / Level 2 Award

Digital Information Technology

Level 1/2
Total Marks 60
Assessment time 1 hour 30 mins

Component 3: Effective Digital Working Practices
Pearson BTEC Level 1 / Level 2 Award in Digital Information Technology
Sample assessment material for first teaching September 2018

This booklet contains material for the completion of the assessment under supervised conditions.

This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.

This booklet should be kept securely until the start of the 1 hour 30 minute supervised assessment period.

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Command Words

Command verbs	Definition
Annotate the diagram to explain how …	Label the diagram and provide an explanation for each identification.
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Describe	To give an account of something, such as steps in a process or characteristics of something. The response should be developed as they are often linked, but do not need to include a justification or reason.
Discuss	Identify the issue/situation/problem/argument that is being assessed in the question. Explore all aspects of an issue/situation/problem/argument etc. by reasoning or argument.
Draw	Produce an annotated process either in the form of an information flow or data flow diagram
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification.
Give/State/Name	Require recall of one or more pieces of information.
Identify	Usually requires some key information to be selected from a given stimulus/resource.

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Component 3 – Teaching

Things to consider:

- Ways to teach the content
- Ways to reinforce learning
- Ways to deliver content

Using Pinterest – You could pin a board of materials you will show to the group on ways you could teach Component 3.

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Coming soon….

All the resources discussed above and many, many more will be contained in this booklet and will be added to our website in due course.

https://docs.google.com/document/d/1OdSh6zTEMEX0AgFsN9dEGYz1pD78LUjtsi7_uPSns5Y/edit

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Quality Assurance

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Quality Assurance – Internal Assessment

Quality Nominee (QN)

Lead Internal Verifier (LIV)

Internal Verifier (IV)

Standards Verifier (SV)

Assessor

Compare BTEC assessment to other assessment models
25 minute YouTube Tutorial

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Support for Tech Awards

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Support Package

Plan	Teach	Assess/Track	
•Specification • Sample Assessment Materials • Statement of Purpose •Schemes of Work •Mapping documents •Course Planners • Get Ready to Teach events	• Assessment Tracking • Mapping documents • Internal Assessment Guides • Sample Marked Learner Work	• Authorised Briefs • Past papers & mark schemes • Templates and tools • myBTEC • Quality Assurance Guides • Assess and Assign Writing Guides • Standards Verifier and quality review	Pearson paid-for resources and other publishers' resources that are endorsed for BTEC are not a pre-requisite for the delivery of Pearson's specifications. Paid-for resources may also be available from other publishers.
			Paid for • Training courses

Paid for
Student Book and Teaching Pack
• Teaching resources available in a downloadable pack.
• Content based on lessons in the free schemes of work.
• For each lesson, of each component, an editable worksheet and PPt slides are provided.

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Website Tour and Support Videos

Qualification Page	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html
Subject Page	https://qualifications.pearson.com/en/subjects/ict.html

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myBTEC

What:

- Online services providing an easier way to manage delivery and assessment
- Support for the whole teaching and assessment team in one place
- Help with creating assignments and grade tracking
- Reduce admin workload
- Free for all BTEC centres.

Where:
Edexcel Online - myBTEC.pearson.com
Or access from Pearson Qualifications website: quals.pearson.com/mybtec

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Your Subject Advisor

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Intl: +44 (0)20 7010 2161

TeachingICT@pearson.com

Tim Brady
Computer Science and ICT

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Recap: Why Teach DIT?

1. Content is **modern, technical** and **creative**
2. **Wide range of** Support materials
3. **Only IT Technical Award** that has centre set assessments (60%)
4. Internal assignments can be **re-used every cohort**
5. 40% external assessment (min. in this sector)
6. Content is **creative** and **engaging** (UI design/ cloud/ cyber)
7. **Ideal for progression** to L3 Applied Generals in IT or Computing or Apprenticeships
8. **Less** technical than the Computer Science GCSE (i.e. no coding or networking)

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Thank You and Evaluation

Thank you for attending today. We hope you have found this event useful.

You will be emailed a link to the evaluation form after the event today. In order to continue to improve our offer, please take the opportunity to complete it.

Please complete the evaluation form included in your pack before you leave today.

You can also access it here.

Thank You!

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