Year	Topic(s)	Why this? Why now?
This document explains what we will study in the first two components of the Pearson BTEC level 1-2 Tech Award in Digital Information Technology and why each topic matters now – linking the learning to post-16 options, further study and careers in the digital workplace.		
Year 10	**TERM 1.1: User Interfaces** User interfaces (UIs) are the parts of the digital systems that people interact with – screens, menus, buttons, voice assistants, forms and any visual or interactive elements. **TERM 1.2: Practice PSA** **TERM 2.1: Actual PSA** **TERM 2.2: Data and Information** Understanding the difference between raw data and processed information, data collection	**WHY THIS -** Understanding UI gives students practical design sense, this explains how to make software easy, efficient and enjoyable to use. It teaches students empathy, when designers need to think about real users (age, ability, accessibility) and make informed choices. **WHY NOW -** UI and UX (User experience) are central to many digital roles, such as web design, app design, product design and front-end development. Post -16 options like A-Levels (art, computing), Level 3 BTecs in IT or apprenticeships often expect portfolio evidence or practical skills created through UI tasks. Employers and apprenticeship assessors look for evidence of problem solving, testing with users, and continued improvements — all learned through UI work. **WHY THIS -** Students will investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects. **WHY NOW -** Students will be able to fully plan and design a user interface for a given scenario. In doing so, students will have met the learning requirements of Learning Aim B: Use project planning techniques to plan and design a user interface. **WHY THIS -** Students will demonstrate their skills to create, refine and review a user interface. Students will be able to discuss and explain how the user interface has met user requirements, awareness of intended device, outputs and navigation methods. **WHY NOW -** Students will have created, refined and reviewed a user interface based on a given scenario. Knowing how to identify user requirements from a given scenario enables

	methods, reliability, accuracy, data protection and how organisations use data to make decisions. **TERM 3.1: Presentation Methods** How to present information clearly and persuasively: slide design, storytelling with slides, infographics, dashboards and how to adapt presentation for different audiences. **TERM 3.2: Practice PSA**	students to create a success criterion in order to achieve success in the project. **WHY THIS –** Data literacy is one of the fastest-growing essential skills. Being able to collect, clean, interpret and present data is critical across industries. This unit introduces to students the concepts of ethics and data protection (why accuracy and privacy matter). **WHY NOW –** Post-16 technical courses and A-level subjects increasingly assume basic data skills. Many Levels 3 courses and apprenticeships include data handling or analytics units. Employers in retail, healthcare, finance, public sector and tech use data-driven decisions — from forecasting stock to interpreting user behaviour. Students will learn basic to intermediate spreadsheet skills are often required or assessed in college courses and apprenticeships. Knowing spreadsheets helps students with coursework (data handling), and in job applications (task tests often include spreadsheet exercises). **WHY THIS –** Communication is as important as technical skill. Presenting findings clearly means others can act on them. Students practise public speaking, design and tailoring messages, this is core employability competencies. **WHY NOW –** Post-16 courses require presentations, and employers expect candidates to communicate ideas, present reports or share findings. The ability to present data and proposals concisely helps in interviews, team meetings and work placements. **WHY THIS –** Students will learn to draw conclusions on a data set, using dashboard in order to make recommendations. Students will develop their understanding of how they can avoid: information being misinterpreted, information being biased – inaccurate conclusions being made.

		WHY NOW – Students will have drawn conclusions based on the use of a dashboard, and will have reflected on the quality of conclusions drawn. In doing so they will have met the requirements of Learning Aim C: Draw conclusions and review presentation methods.