

Course Overview

Pearson BTEC Level 3 National Extended Certificate in Information Technology

(Equivalent to 1 A Level)

360 GLH - 5 lesson per week over 2 years

What will I do on this course?

This 2 year course consists of 4 units:

Unit 1: Information in Technology Systems

Unit 2: Creating Systems to Manage Information

Unit 3: Using Social Media in Business

Unit 6: Website Development

A wide range of delivery methods are used to teach the units and this course relies heavily on you using your free periods and own independent time effectively.

Year 1

Unit 1: Information Technology Systems

September to June with Miss Jones

Unit 6: Website Development

September to June with Mr King

Unit 3: Using Social Media in Business (work with Miss Glasgow from June onwards)

Unit 2: Creating Systems to Manage Information (with Mr King from June onwards)

Year 2

Unit 2: Creating Systems to Manage Information (with Mr King from June onwards)

January 2020 for external examination (resit opportunity May 2020)

Unit 3: Using Social Media in Business September to May.

Unit Specifications

Unit 1 Information Technology Systems

Unit in brief

Learners study the role of computer systems and the implications of their use in personal and professional situations.

Unit introduction

Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit you personally and professionally. You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. This unit will give you a fundamental and synoptic understanding of all areas of IT, supporting your progression to an IT-related higher education course.

Summary of assessment

This unit is externally assessed through a written examination set and marked by Pearson. The examination is two hours in length. Learners will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations. The number of marks for the unit is 90. The assessment availability is January and May/June each year. The first assessment availability is May/June 2017. Sample assessment materials will be available to help centres prepare learners for assessment.

Complete the Unit 1 Task below

Application software

What is application software?

Write a sentence to explain what each type of application software used for:

Productivity software-

Graphics and multimedia software-

Personal software-

Communication software-

Application software		Description	Typical uses	Features
Productivity software	Word processor software	A package used to enter, edit and format text based documents. Quite versatile as you are able to add images to documents.	Used to produce: <ul style="list-style-type: none"> • Letters • Reports • Essays 	<ul style="list-style-type: none"> • Simple text entry • Formatting and layout tools (columns, tables etc.) • Can add graphs • Templates and wizards • Shared projects/track changes
	Database software			
	Presentation software			
	Spreadsheet software			

Graphics and multimedia software	CAD			
	Graphics editing software			
	Desktop publishing			
	Video editing software			
Personal software	Home finance			
	Educational			
	Entertainment			

Communication software	Email			
	Web browsing			
	VoIP			
	Instant messaging			

Unit 2 Creating Systems to Manage Information

Unit in brief

Learners study the design, creation, testing and evaluation of a relational database system to manage information.

Unit introduction

In order to produce information to support many business processes as well as our social lives, relational databases are widely used to manage and process data. From the smallest in-house systems to stock control systems for large online retailers, databases are repositories of information that are a significant part of organisational operating requirements. You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme. The skills you gain in this unit support progression to IT-related higher education courses and to employment in a role that requires computing-related expertise.

Summary of assessment

This unit is externally assessed through a task set and marked by Pearson. The set task will be completed under supervised conditions. Part A will be carried out in three hours on the afternoon of the first day. Part B will be carried out in two hours on the morning of the second day. The set task will assess learners' ability to design, create, test and evaluate a relational database system to manage information. The number of marks for the unit is 66. The assessment availability is December/January and May/June each year. The first assessment availability is May/June 2017. Sample assessment materials will be available to help centres prepare learners for assessment.

Unit 3 Using Social Media in Business

Unit in brief

Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.

Unit introduction

Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give businesses opportunities to interact with people, for example to promote their business, to encourage people to visit their e-commerce site and buy, to provide customer service. You may be familiar with social media for personal use and in this unit you will discover how it can be used in a business context. You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of

social media and review the effectiveness of your efforts. Understanding how to use social media for business purposes is useful for employment in information technology and in a variety of business sectors. Also, social media skills are closely linked with web and mobile applications development. This unit gives you a starting point for progression to roles such as social media specialist, content developer and web developer.

Learning aims

In this unit you will:

- A Explore the impact of social media on the ways in which businesses promote their products and services
- B Develop a plan to use social media in a business to meet requirements
- C Implement the use of social media in a business.



Social Media Challenge Sheet

Have a look at businesses on social media, like and follow them to see how they use these platforms to engage with their customers. Add screenshots below and annotate.

Facebook	Instagram	Twitter
Find an example of: <ul style="list-style-type: none"> • A post with a high number of comments, likes and shares • A satisfied customer • A customer complaint including replies from the company 	Find an example of: <ul style="list-style-type: none"> • A post with a high number of comments and likes • A satisfied customer comment • A customer complaint 	Find an example of a: <ul style="list-style-type: none"> • Tweets with a high number of retweets and likes • Satisfied customers • Customer complaints
PYT: Think about why the post got so many likes/comments/shares. Why was the customer satisfied? How did the company respond? Why was the customer complaining? How did the company respond?	PYT: Think about why the post got so many likes and comments Why was the customer satisfied? How did the company respond? Why was the customer complaining? How did the company respond?	PYT: Think about why the post got so many likes and comments Why was the customer satisfied? How did the company respond? Why was the customer complaining? How did the company respond?

Consider the different social media sites and identify their features and who might use them

Social Media Website Features and Audience

Social Media site	Key features and structure (How does it work, what can you do on it?)	Target Audience What type of people use it
Facebook	Connect to 'friends' both real world and often people only know through social media	Individuals who want to keep up with family and friends
Twitter	Post short messages known as Tweets which are then seen by your followers	
Instagram	Upload photos and short videos from your phone	

YouTube	Upload videos and create your own video channel which others can follow	Individuals who want to upload videos
LinkIn	Upload a business related profile showing your professional experience and qualifications	
Pinterest	Allows users to create an online scrapbook	People who want to get ideas on a particular topic

Unit 6: Website Development

Unit in brief

Learners investigate website development principles. They will design and develop a website using scripting languages.

Unit introduction

Increasingly, organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems. In this unit, you will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, you will reflect on the website design and functionality using a testing and review process. Many software developers, database experts and systems managers need web-client development skills as an integral part of their overall portfolio of expertise. This unit will prepare you for employment as a website developer or as a website development apprenticeship. The unit will benefit you if you want to go on to higher education to develop your studies.

Learning aims

In this unit you will: A Understand the principles of website development B Design a website to meet client requirements C Develop a website to meet client requirements.

Task

See the powerpoint attached for your tasks and complete the table below

Website | <write website name here>

Purpose of the website	Requirements of the website (what does the website need to be)	Impact of the site on business
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Positives	Negatives	Principles of website design used

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