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| **Course:** | ***T Level Digital Production, Design and Development*** | **Level:** | ***Level 3*** |
| **Specification Unit(s):** | ***ESP, Core 1 and Core 2*** | **Lecturer(s):** | ***Naomi Johns*** |
| **Curriculum Intent, Implementation and Impact** | | | |
| **Intent of this course** | **Students who complete the T level Digital Production, Design and Development will be able to choose between moving on to further study; for example, a higher or degree level apprenticeship, or higher-level technical study, including higher education, or into a skilled occupation locally or nationally. In addition to specific programming and other IT/Computing knowledge, understanding and practical skill development, learners will also develop other essential work-based behaviours and transferrable skills both through classroom study and through their industry placement. All learners will have the opportunity to develop their skills and practice via workshops, classroom activity and whilst in industry placement.**  **The scheme of work provides a coherent programme of learning and personal development with a high level of pastoral support provided through a comprehensive tutorial system. Learners also have access to a wider programme of academies, study plus, health and well-being and student services provision to enable them to embrace wider aspects of college life, enhance their understanding of future careers, pursue their individual interests and make valuable contributions to the community.Learners will also develop time management skills, the ability to prioritise and enhance research skills alongside embedded delivery of Maths and English.** | | |
| **Intended learner destinations** | **Alongside progression to higher education and apprenticeships, the T level supports progression into entry level job opportunities in Software design and development including:**   * **Junior Software Developer** * **Junior Web Developer** * **Junior Application Developer** * **Automated Test Developer** | | |
| **Topics Covered** | **The core content covers the knowledge, understanding and application of contexts, concepts, theories and principles relating to the following areas:**   1. **Problem solving** 2. **Introduction to Programming** 3. **Emerging issues and impact of digital** 4. **Legislation and regulatory requirements** 5. **Business Context** 6. **Data** 7. **Digital Environments** 8. **Security**   **The Core Project (ESP) covers the knowledge, understanding and practical application of the following areas:**   1. **Planning a Project** 2. **Identifying and fixing defects in existing code** 3. **Designing a solution** 4. **Developing a solution** 5. **Reflective Evaluation** | | |
| **Skills, knowledge, attributes developed through the curriculum to support academic and career progression** | **Embedded within this qualification are academic, professional, employability and soft skills, for example:**  **General English and Maths Competencies:**   * **Convey technical information to different audiences** * **Present information and ideas** * **Create texts for different purposes and audiences** * **Summarise information/ideas** * **Synthesise information** * **Take part in/leading discussions** * **Estimate, calculate and spot errors** * **Work with proportion** * **Use rules and formulae** * **Process data** * **Understand data and risk**   **Leaners will also develop their employability, professional and soft skills through their industry placement, employer led workshops and talks, and dedicated employability skills sessions, careers advice and guidance sessions, CV writing workshops and a full tutorial provision.** | | |
| **Assessment methods** | **External assessment takes place from May in the form of Two core papers (1 and 2) and one employer set project.**  **Formative assessment takes place throughout study with the regular submissions of work for feedback and improvement across all content areas.** | | |
| **Additional elements that make up the curriculum offer** | **The TLevel Diigital production, design and development also includes the following enrichement opportunities:**   * **Guest speakers/trips+visits/industry and career related activities** * **A minimum of 315 hours of Industry placement with relevant local employers.** * **Navigate Career Exploration Award – Completed before February half term - increases awareness of career options and opportunities, to encourage learners start to build career ambitions/ plans. Learners prepare a CV to help them prepare for work experience, placement or part-time work opportunities.** * **Tutorial Programme – the tutorial programme covers core subjects related to learner safety, personal development and growth and to help learners navigate the challenges of becoming an adult. The tutorial programme focuses significantly on preparation for next steps and careers and provides the opportunity for 1:1 guidance and support.** * **Employability – learners complete Navigate Awards to help them hone their career ambitions and develop the skills, knowledge and confidence needed to make employer connections and successfully apply for jobs. Learners have a variety of employer talks to enable them to develop their network of contacts and understand the skills local employers require.** | | |
| **Local and National Skills Needs Addressed/Local Market Information** | * **The** [Final-CIoS-DRAFT-Industrial-Strategy-09.03.20.pdf (cioslep.com)](https://cioslep.com/wp-content/uploads/2021/04/Final-CIoS-DRAFT-Industrial-Strategy-09.03.20.pdf) **states that there are 3915 jobs across 710 businesses within the space and digital sector and 11440 jobs across 2350 businessses within professional business services.** * **Software engineering is currently one of the most in demand skills in the UK – In April 2021, nearly 10,000 roles in software development/engineering were advertised (Ipsos Mori, 2021). The FdEng Software Engineering is in designed to contribute, in its subject area, towards nationally and regionally recognised technical skills shortages and responsive initiatives (IoTs1 (specifically SWIoT) and Higher Technical Qualifications ). The challenges identified within the Cornwall LEP Digital Strategy and Heart of the South West Digital Strategy recommend the following three actions that will be addressed by this programme:** * **There is also a program of higher level study within Truro college such as a new Sotware Engineering degree with first intake in 2023, which has been developed in collaboration with local employers and bridging local and national skills gaps within the digital sector.** | | |
| **Stakeholder Links** (Employers/ 3rd party partners (e.g. universities), industry experts, professionals involved in curriculum content planning and delivery | **An Employer led steering group has been started with local industry employers in Cornwall, the initial meeting took place in February 2022 and subsequent meetings of the group will take place throughout the development of this programme. T&PC is part of the Cornwall Isles of Scilly Digital Skills partnership, has strong links with the developing space sector in Cornwall through the Cornwall Space and Aerospace Technology Training (CSATT) project and hosted the recent Deep Dive event in our new Future Skills Institute.**  **Regular industry professionals/experts delivering presentations, workshops and talks (GCHQ, HiYield, Hi9, NHS, Cornwall Council, Software Cornwall).**  **University encounters, HE open day and UCAS support sessions embedded in tutorial provision to support progression to higher education.** | | |
| **Contact details of key employers/partners/professional links:**  **Andy Hayers – Royal Cornwall Hospital (Treliske) - andy.hayers@nhs.net** | | |

**Course Sequencing (TBC)**

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|  | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| Core 1  *John Glazebrook* |  |  |  |  |  |  |  |  |  |  |
| Core 2  *Richard Cotton* |  |  |  |  |  |  |  |  |  |  |
| ESP  *Naomi Johns* |  |  |  |  |  |  |  |  |  |  |

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| **Course:** | ***T Level Digital Production, Design and Development*** | **Level:** | ***3*** |
| **Specification Unit(s):** | ***Core 1, ESP*** | **Lecturer(s):** | ***John Glazebrook*** |

| **Week No.**  **and /or**  **w/c date** | **Lesson No.** | **Specification Reference** | **Session Objectives/Content** | **Teaching Methods, Student Activity and how progress is checked** | **Assessment and Feedback**  **(inc Homework)** | **Resources / Support materials** | **Numeracy, Literacy, EDI, Transferable Skills, Employability,**  **Wider links** |
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| **Autumn Term**  Week 1 | Induction Week | | | | | | |
| Week 2 | Mon | Core project Task 1 | Be able to use project planning tools to apply  understanding of project planning in response to  a scenario. | Tutor led presentation/demonstration – by the end of the session, learners will be able to:   * Assess the strengths and skills of people and assign appropriate tasks to them. * Make scheduling decisions in response to defined deadline. * Prioritise activities or tasks based on analysis of * requirements. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Competencies covered in this session include:  Synthesise information  Measure with precision  Use digital technology and media effectively |
| Tues | Core project Task 1 | Be able to use project planning tools to apply  understanding of project planning in response to  a scenario. | Tutor led presentation/demonstration – by the end of the session, learners will be able to assign resources correctly and appropriately to project tasks.  Learners will also Produce a Gantt chart to show project tasks and organise them efficiently, using an appropriate Software Development Lifecycle model. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Competencies covered in this session include:  Synthesise information  Measure with precision  Use digital technology and media effectively |
| Wed | Core project Task 1 | Be able to use project planning tools to apply  understanding of project planning in response to  a scenario. | Tutor led presentation/demonstration – by the end of the session, learners will be able to identify and calculate costs of a project, including:  ● materials  ● physical resources  ● personnel.  Select and allocate resources to the resource list, and  correctly attribute costs to provide an accurate estimate  of the total project cost. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Strong focus on numeracy in this session where learners Communicate using mathematics |
| Thurs | Core project Task 1 | Be able to use project planning tools to apply  understanding of project planning in response to  a scenario. | Consider the factors that are most relevant when  planning projects.  Justify project planning decisions made, with  consideration given to:  ● cost, risk and benefits to identified stakeholders  ● order and timing of tasks  ● selection and allocation of resources, including  personnel and physical resources dependencies and prerequisites. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Competencies covered in this session include:  Synthesise information  Cost a project |
| Week3 | Mon | Wider knowledge/ Employability | Understand and apply the fundamentals of Excel including formulas and data analysis. | Tutor presentation and demonstration on various formulas in excel.  Learners are provided sample workbooks to apply concepts learnt in each session to. | Learners will submit a sample workbook where they have used formulas and applied data analysis and summarisation techniques based on content of the sessions. | Microsoft Excel.  All resources used in session available to learners. | Learners will develop wider employability skills, will use numerical concepts and will develop analytical skills. |
| Tues | Wider knowledge/ Employability | Understand and apply the fundamentals of Excel including formulas and data analysis. | Tutor presentation and demonstration on charting, data analysis and using charts to see trends. Link to data and information.  Learners are provided sample workbooks to apply concepts learnt in each session to. | Learners will submit a sample workbook where they have used formulas and applied data analysis and summarisation techniques based on content of the sessions. | Microsoft Excel.  All resources used in session available to learners. | Learners will develop wider employability skills, will use numerical concepts and will develop analytical skills. |
| Wed | Wider knowledge/ Employability | Understand and apply the fundamentals of Excel including formulas and data analysis. | Tutor presentation and demonstration on pivot tables for summarising volumes of data.  Learners are provided sample workbooks to apply concepts learnt in each session to. | Learners will submit a sample workbook where they have used formulas and applied data analysis and summarisation techniques based on content of the sessions. | Microsoft Excel.  All resources used in session available to learners. | Learners will develop wider employability skills, will use numerical concepts and will develop analytical skills. |
| Thurs | Wider knowledge/ Employability | Understand and apply the fundamentals of Excel including formulas and data analysis. | Tutor presentation and demonstration on various power queries in excel.  Learners are provided sample workbooks to apply concepts learnt in each session to. | Learners will submit a sample workbook where they have used formulas and applied data analysis and summarisation techniques based on content of the sessions. | Microsoft Excel.  All resources used in session available to learners. | Learners will develop wider employability skills, will use numerical concepts and will develop analytical skills. |
| Week 4 | Mon | ESP, Occupation Specialist | Introduction to Databases. | Introduction to the different types of relational database management systems (RDBMS) and their characteristics.  • RDBMS based on relational models:   * relational data structures – relation, attribute, domain, tuple, cardinality and relational database * database relations – entity relationship, generic, semantic * relational keys – super key, candidate key, primary key, foreign key * integrity constraints – entity integrity, referential integrity * entity relationships – one-to-one, one-to-many, many-to-many.   Learners will begin creating a database in access. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Tues | ESP, Occupation Specialist | Working with tables and data. | Presentation and demonstration of the use of RDBMS software tools and structured query language (SQL) for defining,  modifying and removing data structures and data:  • updating, inserting, deletion  • retrieval of data for queries, reports  • administration of users  • security, integrity, recovery | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Wed | ESP, Occupation Specialist | Introduction and application of normalisation for database structure. | Presentation and demonstration on the role of normalisation to develop efficient data structures:  • anomalies – update, insertion, deletion  • primary keys, foreign keys, composite keys  • indexing  • referential integrity  • data dictionary – tables, fields, data types, validation  • cascading update  • deletion techniques  • joins, unions, intersects  • stages of normalisation:  Learners will practice turning un-normalised data in to (UNF)to first, second and third normal form. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Thurs | ESP, Occupation Specialist | SQL tools, techniques and processes. | Discussion and demonstration on a selection of RDBMS and SQL software, tools, techniques and processes.  • Database design: conceptual, logical and physical modelling and entity relationship modelling.  • Relational algebra: one to many, one to one, many to many, AND, OR, NOT, >, <, ≥, ≤  • RDMS and SQL software selection.  • Application design: user interface, software applications.  • Database implementation techniques: prototyping, data conversion, testing.  • Quality, effectiveness and appropriateness of the solution: correctness of data, relationships between data, data integrity, normalisation. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Week 5 | Mon | ESP, Occupation Specialist | Relational Database design. | Tutor presentation/discussion on the features and characteristics of relational database design techniques and their application to  solve problems:  • requirements of the brief (audience, purpose and client’s requirements)  • security and legal considerations:  o Data protection/ GDPR legislation  o The European Union (EU) Directive on Data Protection (legislation must be current  and applicable to England, Wales, Northern Ireland)  • data structure designs:  o data dictionaries and their use: tables, field attributes, validation  o use of naming conventions  o entity relationship diagrams  o normalisation | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Tues | ESP, Occupation Specialist | Interface design | Learners will apply user interface design concepts, such as:  o data entry/input – verification, validation, calculated fields, masks, directed input  o reports – fields, queries, presentation of data, calculations  o task automation – imports, updates, deletions  • extracting and presenting data:  o queries using multiple criteria, form values and wild cards  o action queries  o calculated queries  o reports  • design and use of test plans: to check correctness of data, functionality,  accessibility, usability | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Wed | ESP, Occupation Specialist | Designing databases based on client requirements | Select and configure appropriate RDBMS and SQL tools to produce a database solution to meet  client’s requirements:  • creating, setting up and maintaining data tables  • creating links, relationships between data tables  • applying data validation rules  • generating outputs – user-generated queries, automated queries, reports  • user interface – navigation, data-entry forms, sub-forms  • automated functions  • populating the database:  o importing  o adding data  o manipulating data  • devising and using SQL statements to extract, manipulate and modify data | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Thurs | ESP, Occupation Specialist | Implement all database concepts from previous sessions | Learners will plan create and evaluate a full database solution based on concepts learnt over previous sessions. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Week 6 | Mon - Thurs | Employer Talks | Employer talks from Hiyield, GCHQ, NHS | | | | |
| Week 7 | Mon | ESP, Occupation Specialist | Testing and refining Database solutions | • Different types of testing: referential integrity, functionality, security.  • Selection and use of appropriate test data: erroneous data, extreme data.  • Recording appropriate test documentation.  • Using testing outcomes to improve and refine a database solution. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases. |
| Tues | ESP, Occupation Specialist | Evaluating database designs. | Evaluating a design against the given requirements:  • use and application of an entity-relationship diagram, data dictionary, normalisation  • coverage of functionality requirements and identification of any omissions  • identification of design strengths and potential further improvements to meet given  requirements. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases.  Literacy and critical thinking skills. |
| Wed | ESP, Occupation Specialist | Evaluation of database testing | Evaluating the application of test data to ensure that the database solution meets requirements.  • Different types of testing:  o normal test data  o erroneous test data  o extreme test data.  • Recording of actual results and analysis.  • Commenting on results.  • Test records:  o completion of test records  o taking of and storing screenshots of tests.  • Making use of testing outcomes.  • Using iterative processes to improve accuracy, readability and robustness.  • Identifying and recording which tests were successfully met and which test data issues  were not resolved. | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases.  Literacy and critical thinking skills. |
| Thurs | ESP, Occupation Specialist | Evaluation of the database | Evaluating the software outcome against the given requirements.  • Strengths and weaknesses of the database:  o solution fitness for purpose  o intuitiveness and ease of use  o constraints of the database software used  o maintainability of the database  o extent to which database meets the given requirements | Learners will submit their final database for marking and feedback on completion of the database topic.  Formative informal feedback provided throughout the session | Microsoft Access.  All resources and tutorial documentation is accessible by learners via teams or OneNote. | Wider employability skills, working with databases.  Literacy and critical thinking skills. |
| **Half Term – WC 25/10/21** | | | | | | | |
| Week 8 | Mon - Wed | ESP | Project Week | Learners are given a project brief and will be expected to undertake all project planning activities in preparation for producing a deliverable, before testing, evaluating and presenting their project solution.  Learners will produce a report to accompany their project deliverable.  Learners will use knowledge/experience gained as part of this project to help prepare them for the ESP at the end of the year  Learners will produce an evaluation and reflection of their progress, contribution and overall success of the project and will deliver a presentation highlighting the key areas of interest, success’ and future enhancements/areas for improvement. | Project will be marked as ESP and feedback will be given on Project completion. | Project Brief  Software including:   * Excel, * Text Editor * MS Word * PowerPoint | Learners will manage a project to completion including setting and working to deadlines, resource allocation and progress measuring.  Learners will develop effective communication skills and will work as a team to a specification as well as self managing to work independently. |
| Thurs | Offsite – Group Visit to Fibre Park | | | | | |
| Week 9 | Mon - Thurs | ESP | Project Week | Continuation of last week’s project – learners should be in the final stages of the project and from Wednesday, will be working on their evaluations and presentations. | Project will be marked as ESP and feedback will be given on Project completion. | Project Brief  Software including:   * Excel, * Text Editor * MS Word   PowerPoint | Learners will manage a project to completion including setting and working to deadlines, resource allocation and progress measuring.  Learners will develop effective communication skills and will work as a team to a specification as well as self managing to work independently. |
| Week 10 | Mon | ESP, Core Project | Understand the principles of website development | Introduction to the principles of website design, e.g. usability, white space, site layout, accessibility, spacing,  navigation, typography, alignment, clarity, consistency/intuitiveness, accuracy, content,  media, simplicity.  • Media and objects, e.g. position, colour, contrast, size, appropriateness.  • Creativity and innovation, e.g. unconventional layouts, white space, ‘outside of the box’  thinking, golden ratio.  • Search engine optimisation, e.g. indexing (meta tags), use of keywords, importance of  updates, limiting crawling | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Tues | ESP, Core Project | Understand the principles of website development | Introduction into basic HTML:   * Headings * Paragraphs * Tables * Links * Simple HTML styling | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Wed | ESP, Core Project | Understand the principles of website development | Building on concepts from yesterday’s session, leaners will also understand how to implement:   * Lists * Images * Links | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Thurs | ESP, Core Project | Understand the principles of website development | Discussion and research on factors affecting performance on the web:  • Browser compliance, e.g. which elements are supported by different browsers.  • Server-side factors, e.g. bandwidth availability, number of hits, file types.  • Client-side factors, e.g. upload and download speeds, browser, cache memory,  processor speed, interactivity | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Week 11 | Mon | ESP, Core Project | Create simple webpages using HTML and CSS | Further building on HTML concepts with the addition of CSS including linking CSS with HTML  Inline CSS  Internal CSS  External CSS  Page layout techniques | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Tues | ESP, Core Project | Create simple webpages using HTML and CSS | Further building on HTML concepts with the addition of CSS including linking CSS with HTML  Inline CSS  Internal CSS  External CSS  Page layout techniques | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Wed | ESP, Core Project | Create simple webpages using HTML and CSS | Further building on HTML concepts with the addition of CSS including linking CSS with HTML  Inline CSS  Internal CSS  External CSS  Page layout techniques | Learners will complete a Project which will be submitted for feedback.  Learners will receive formative feedback throughout the sessions. | Access to all resources via teams or OneNote.  Learners will need access to a text editor for development. | Wider employability skills and assessment preparation is a focus here. |
| Week 12 | Mon to Thurs | Continuation of HTML and CSS techniques. | | | | | |
| Week 13 | Mon to Thurs | HMTML CSS project – Music Festival | | | | | |
| Week 14 | Mon | Content area 4: Legislation and regulatory requirements | Understand the role of current legislation and its impact on the design, development  and use of digital. | Presentation and discussion on Health and safety when working with computers:  ● display screen regulations  ● general working environment  ● possible risks and prevention.  Learners assess health and safety when they are using the computer and will fix any issues. | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Tues | Content area 4: Legislation and regulatory requirements | Understand the role of current legislation and its impact on the design, development  and use of digital. | By the end of the session, learners will understand the principles of the Data Protection Act:  ● the principles of the act  ● General Data Protection Regulations (GDPR)  ● marketing consent  ● the rights of the data subject  ● enforcement.  And the Computer Misuse Act:  ● the principles of the act  ● consequences (company and employee)  ● employee awareness.  Learners will research breaches of both legislation and report findings back to the group | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Wed | Content area 4: Legislation and regulatory requirements | Understand the role of current legislation and its impact on the design, development  and use of digital. | By the end of the session, learners will understand the principles of the Equality Act:  ● types of discrimination (protected characteristics)  ● where individuals are protected  ● when to take action against discrimination.  ● how individuals can be discriminated against (direct, indirect,  harassment and victimisation).  And the Intellectual Property Act:  ● unregistered designs  ● registered designs  ● patents.  Learners will research breaches of both legislation and report findings back to the group | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Thurs | Content area 4: Legislation and regulatory requirements | Understand the role of current legislation and its impact on the design, development  and use of digital. | By the end of the session, learners will understand the use of digital technologies for monitoring the  workplace:  ● monitoring electronic communications  ● use of secret monitoring  ● employers’ monitoring policies  ● monitoring systems.  Learners will understand the role of legislation relating to international law and its  importance when designing, developing and using digital systems. | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Week 15 | Tues | The Business Environment | Business context | Understand the key areas of organisations and how IT is used to  support them:  ● Human Resources  ● Research, Design and Development  ● Logistics  ● Marketing  ● Finance  ● Management.  Learner’s research and present their findings. | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Presentation skills  Use digital technology and media effectively |
| Wed | The Business Environment | Business context | Understand how digital supports the business needs of  organisations.  ● the use of digital to enable automated stock/inventory control:  o how software is used  o how hardware is used  o the processes carried out  o how different parts of the system communicate with  each other.  ● the use of traditional and cloud-based technologies and services  to communicate and collaborate with internal and external  stakeholders and facilitate collaboration. | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Thurs | The Business Environment | Business context | Understand the factors that determine the feasibility of a  digital project:  ● benefits and drawbacks  ● risks, constraints and dependencies  Understand how digital is used to meet user needs and ensure  quality of product/service:  ● appropriate and effective functionality  ● reduction of pain points  ● accessibility considerations  ● compatibility  ● availability  ● good user experience  ● cultural awareness and diversity. | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Week 16 | Mon | The Business Environment | Business context | Understand the factors that determine the feasibility of a  digital project:  ● benefits and drawbacks  ● risks, constraints and dependencies  Understand how digital is used to meet user needs and ensure  quality of product/service:  ● appropriate and effective functionality  ● reduction of pain points  ● accessibility considerations  ● compatibility  ● availability  ● good user experience  ● cultural awareness and diversity. | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Tues | The Business Environment | Business context | Understand how the characteristics of end users affect the use and  characteristics of digital technologies to access a service or product:  ● age  ● skills  ● education level  ● internal/external audience  ● level of technical knowledge  ● additional needs (e.g. users with sight or hearing loss). | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Wed | The Business Environment | Business context | Understand the importance of digital within organisations, and the  ways in which digital is used to add value to a company:  ● engagement of customers, users and other stakeholders  ● provision of products and services to customers  ● measurable value (reducing overheads, improving efficiency,  facilitating growth, recruiting talent)  ● supporting processes and business models (product design,  manufacturing control, data modelling, local and remote working)  ● context and market environment (stakeholders, user profiling,  personalised/appropriate content, data). | Formative assessment takes place throughout the session. | All resources are available to learners via Teams or OneNote | Learners will develop the following competencies:  Convey technical information to different audiences.  Present information and ideas  Summarise information/ideas  Synthesise information  Use digital technology and media effectively |
| Week 18 | Mon | Content area 3.1 Morals and Ethical issues | Understand the ethical and moral issues that an increasing reliance on technology raises, and how organisations and individuals can respond to these challenges. | Tutor presentation and introduction into morals and ethics in the digital world, leaners will discuss ethical and moral “dilemmas” and understand cause and effect and in the impact of reliance on technology on people.  Learners will complete a research activity, exploring the ethical and moral implications of technology including:   * Mass Surveillance * Deepfakes * Disinformation/Misinformation/Fake News   Addictive user experience | Learners will submit their research findings for feedback. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet. | Learners will develop their research skills, and present their findings in a clear, logical and cohesive way. |
| Tues | Content area 3.1 Morals and Ethical issues | Understand how organisations and individuals respond to ethical and moral issues when designing and developing digital systems. | Tutor presentation on strategic planning and organisational ethics, company, communication, and online culture.  Discussion on professional body guidelines.  Learners will create a poster or info graphic on the BCS Code of Conduct. | Formative feedback provided throughout the session. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet. | Learners will practice discussion and debating skills and will be encouraged to think about wider ethical implications of digital systems and technology. |
| Wed | Content area 3.1 Morals and Ethical issues | Understand how individuals use a range of observational techniques to inform situational awareness | Tutor presentation on observational techniques and situational awareness.  Class discussion on whistleblowing, including examples relating to tech and shown in the media such as Edward Snowdon and Frances Haugen.  Learners will research and present their findings (in groups) and will understand how developments in digital technologies impact on organisations, individuals, and society, including:   * ● Internet of Things (IoT) (Group 1) * ● Artificial Intelligence (AI), machine learning and deep learning (Group 2)   ● Augmented Reality (AR) and Virtual Reality (VR) (Group 3) | Formative feedback provided throughout the session. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Learners will work in groups to research and present their research findings and will be encouraged to make cohesive and well-informed contributions to discussions. |
| Week 19 | Mon | Content area 6.1  Data and Information in organisations | Understand the differences and links between data, information and knowledge. | Tutor presentation on the difference between data and information, and how this links to knowledge.  Discussion on why companies need data and information, and how they use this including market analysis, trends, marketing, and decision making.  Learners will be given the following task: Every day you accumulate data. Financial data is used by all business. So, for the past month total up what you have spent. Enter this data into a spreadsheet and then use it to identify where savings could be made each month.  Learners will also compare, and contrast examples of where large companies are using big data and will share thoughts and findings with a partner. | Formative feedback provided throughout the session.  Peer feedback provided throughout paired discussion. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Leaners will develop wider computer use (Excel) skills and numeracy skills in the financial data task.  Leaners will also develop research skills and will form well presented and cohesive discussion points for the partnered discussion exercise. |
| Tues | Content area 6.2  Data formats | Understand how data is generated:   * Data Formats * Data Systems   Data Management | Tutor presentation on data entry, formats, and data management, Data wrangling and mapping data.  Discussion point: How can we prevent data entry errors, what are the impact of these errors when they occur?  Tutor presentation on business information tools and business intelligence.  Learner activity: create a presentation on business intelligence tools, including full slide notes. | Feedback given after presentation. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Learners will make contribution to class discussion and will develop research, analysis and presentation skills through the activity. |
| Wed | Content area 6.1  Data and Information in organisations | Understand the use of data in wider business context. | Tutor presentation on CRM, Data modelling, including brief overview of UML and Data dictionary.  Learners will download some data from Kaggle, and use Power BI to interrogate the data, producing meaningful insights into what this data means or shows. | Learners are encouraged to complete any outstanding work as homework, and formative feedback is provided throughout the session. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet  Kaggle  Power BI  Excel. | Strong numerical focus in this session with the analysis of data using power Bi tools. |
| Thurs | Content area 6.3  Data management | Understand the factors that determine how data ins gathered, entered, and maintained.  Understand the purpose of data analysis tools and their use in business. | Tutor presentation on the 6 “V”’s of data, data assurance, types of data, research, qualitive vs quantitative, legislation relating to data, ethical considerations and organisational factors.  Learners will understand the role of metadata classification in defining the meanings of data.  Learner activity: In pairs, find example of API’s on the internet and outline their use – why are these companies using an API, what is the benefit? | Learners are encouraged to complete any outstanding work as homework, and formative feedback is provided throughout the session. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Research and analysis skills, literacy present throughout. |
| Week 20 | Mon | Recap session | Refresher on data flow diagrams, UML, flowcharts, DFD’s. | Session earlier in the week identified some need for a refresher on data flow diagrams, UML, flowcharts and DFD’s.  This session was added to recap these topics. | | | |
| Tues | Industry Placement | Industry Placement Prep for interviews | | | | |
| Wed | Industry Placement | Industry Placement Interviews | | | | |
| Thurs | 5.4 Risk management | Understand the potential risks to organisations of use of digital systems and technologies. | Learners will recall concepts covered earlier in the year, to write a mini report on risk management.  Brief as follows:  Your organisation has been approached by a merchant who has been selling niche British food products online, currently through Amazon as all activity is UK based.  The company has had enquiries from expatriates living in other countries who are keen to purchase these products through Amazon equivalents such as Alibaba.  In order to manage expanded online sales, the company has approached your organisation and asked them to build a bespoke stock management system for their products.  You are part of a small development team that has been tasked with identifying any risks associated with this project that might need to be managed.  The activity requires you to:  TASKS  1. Use the internet to explore the risks associated with a software development project. Remember, you do not need to consider any benefits – just risks.  2. Work with your team to find ways of mitigating the risks.  3. Write a mini-report outlining the risks and explaining what can be done to manage these risks.  By the end of the session, learners will have an understanding of the potential impact of identified risks on an organisation and its stakeholders. | Learners will submit this report via teams for feedback after ESP (after half term) | Learners can access any previous session resources, as well as conduct independent research. | Learners will recall concepts taught across the year and will supplement this knowledge with research.  Learners utilise literacy skills in the writing of a cohesive and well-structured report. |
| Week 21 |  |  | Mission to Mars Week | | | | |
|  |  |  | Half Term | | | | |
| Week 22 | Mon | Content area 6.1  Data and Information in organisations | Understand the differences and links between data, information and knowledge. | Tutor presentation on the difference between data and information, and how this links to knowledge.  Discussion on why companies need data and information, and how they use this including market analysis, trends, marketing, and decision making.  Learners will be given the following task: Every day you accumulate data. Financial data is used by all business. So, for the past month total up what you have spent. Enter this data into a spreadsheet and then use it to identify where savings could be made each month.  Learners will also compare, and contrast examples of where large companies are using big data and will share thoughts and findings with a partner. | Formative feedback provided throughout the session.  Peer feedback provided throughout paired discussion. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Leaners will develop wider computer use (Excel) skills and numeracy skills in the financial data task.  Leaners will also develop research skills and will form well presented and cohesive discussion points for the partnered discussion exercise. |
| Tues | Content area 6.2  Data formats | Understand how data is generated:   * Data Formats * Data Systems   Data Management | Tutor presentation on data entry, formats, and data management, Data wrangling and mapping data.  Discussion point: How can we prevent data entry errors, what are the impact of these errors when they occur?  Tutor presentation on business information tools and business intelligence.  Learner activity: create a presentation on business intelligence tools, including full slide notes. | Feedback given after presentation. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Learners will make contribution to class discussion and will develop research, analysis and presentation skills through the activity. |
| Wed | Content area 6.1  Data and Information in organisations | Understand the use of data in wider business context. | Tutor presentation on CRM, Data modelling, including brief overview of UML and Data dictionary.  Learners will download some data from Kaggle, and use Power BI to interrogate the data, producing meaningful insights into what this data means or shows. | Learners are encouraged to complete any outstanding work as homework, and formative feedback is provided throughout the session. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet  Kaggle  Power BI  Excel. | Strong numerical focus in this session with the analysis of data using power Bi tools. |
| Thurs | Content area 6.3  Data management | Understand the factors that determine how data ins gathered, entered, and maintained.  Understand the purpose of data analysis tools and their use in business. | Tutor presentation on the 6 “V”’s of data, data assurance, types of data, research, qualitive vs quantitative, legislation relating to data, ethical considerations and organisational factors.  Learners will understand the role of metadata classification in defining the meanings of data.  Learner activity: In pairs, find example of API’s on the internet and outline their use – why are these companies using an API, what is the benefit? | Learners are encouraged to complete any outstanding work as homework, and formative feedback is provided throughout the session. | Tutor presentation, all resources available via teams/OneNote.  Access to the internet | Research and analysis skills, literacy present throughout. |
| Week 23 | Mon | Recap session | Refresher on data flow diagrams, UML, flowcharts, DFD’s. | Session earlier in the week identified some need for a refresher on data flow diagrams, UML, flowcharts and DFD’s.  This session was added to recap these topics. | | | |
| Tues |  | Industry Placement Prep for interviews | | | | |
| Wed | Industry Placement | Industry Placement Interviews | | | | |
| Thurs | 5.4 Risk management | Understand the potential risks to organisations of use of digital systems and technologies. | Learners will recall concepts covered earlier in the year, to write a mini report on risk management.  Brief as follows:  Your organisation has been approached by a merchant who has been selling niche British food products online, currently through Amazon as all activity is UK based.  The company has had enquiries from expatriates living in other countries who are keen to purchase these products through Amazon equivalents such as Alibaba.  In order to manage expanded online sales, the company has approached your organisation and asked them to build a bespoke stock management system for their products.  You are part of a small development team that has been tasked with identifying any risks associated with this project that might need to be managed.  The activity requires you to:  TASKS  1. Use the internet to explore the risks associated with a software development project. Remember, you do not need to consider any benefits – just risks.  2. Work with your team to find ways of mitigating the risks.  3. Write a mini-report outlining the risks and explaining what can be done to manage these risks.  By the end of the session, learners will have an understanding of the potential impact of identified risks on an organisation and its stakeholders. | Learners will submit this report via teams for feedback after ESP (after half term) | Learners can access any previous session resources, as well as conduct independent research. | Learners will recall concepts taught across the year and will supplement this knowledge with research.  Learners utilise literacy skills in the writing of a cohesive and well-structured report. |
| Week 24 |  |  | Mission to Mars Week |  |  |  |  |
|  |  |  | Half Term |  |  |  |  |
| Week 25 | Mon | Core Project  Pre-Task | ESP Mock – Pre- task. | Learners are provided with the ESP Sample Project (March 21) Pre- task and will conduct the preliminary research and familiarisation of the finance industry.  Learners will read the pre-task and will begin to research the use of digital in the finance industry.  This will be tutor led, and all research undertaken as a group (as per the pre-task instruction), with resources and findings shared. Learners will be encouraged to assign tasks to group members for collation at the end of the session. | Pre-task is not marked in ESP, formative feedback will be provided throughout the session. | Core Project pre-task | The key skill developed here is exam/ assessment preparation and group working skills.  Learners will research the finance industry and make notes.  Learners will consider data analysis and may utilise some numeracy skills during the process. |
| Tues | Core Project  Task 1 | ESP Mock – Task 1: Planning a project. | Based on the pre-task from the previous session, learners are required to produce:  • a Gantt chart to demonstrate how you would organize the development of the new digital solution.  • a plan for the resources selected and associated costs  • a rationale that explains your planning approach and justifies the decisions you made. | Learners will be provided with feedback at the end of the ESP window which can be used to inform learners key revision topics in time for the summative assessment. | Core Project task 1.  Resources from previous weeks (via one-note or teams).  Microsoft Excel. | Learners will recall concepts learnt across the year and will apply these to the given scenario.  Learners will use numerical skills in the resource and costs plans.  Project management skills, as well as time management skills are also developed here. |
| Wed | Core Project  Task 1 | Continuation of ESP Mock – Task 1: Planning a project. | Learners will work on the justification of decisions made in the previous session, including explanation of:  ● cost, risk and benefits  ● order and timing of tasks  ● selection and allocation of resources  ● dependencies and prerequisites. | Learners will be provided with feedback at the end of the ESP window which can be used to inform learners key revision topics in time for the summative assessment. | Core Project task 1.  Microsoft Excel and the Gantt chart/ any other materials developed in the previous session. | Learner will write a justification for the decisions made and will base this on a wider understanding of project management. |
| Thurs | Core Project  Task 2 | ESP Mock - Task 2  : Identifying and fixing defects in an existing code | Learners are provided code which needs to be made functional and meet the clients’ requirements (provided in the set brief).  Learners will also be required to:  • produce and apply a test plan to identify the defects that are preventing the program code in the file Task2\_NonWorkingCode.txt from functioning.  • apply a solution to fix the defects in the program code provided  • document the process that was followed to fix the code. | Learners will be provided with feedback at the end of the ESP window which can be used to inform learners key revision topics in time for the summative assessment. | Core project task 2.  Assessment files:  Task 2\_Test\_Log\_Template.doc  And  Task2\_NonWorkingCode.txt | Learners will read and understand the clients program requirements and then big fix the provided code to ensure it is functional and meets the client requirements. This develops learners coding, problem solving and troubleshooting skills. |
| Week 26 | Mon | Core Project  Task 2 | ESP Mock - Task 2: Identifying and fixing defects in an existing code | Continuation of Task 2. | Continuation of task 2 | Continuation of task 2. |  |
| Tues | Core Project  Task 3 | ESP Mock - Task 3:  Designing a solution | Learners will now create algorithmic designs to show how they would implement the system (from the set brief) and user requirements provided in the Set Task Information.  The algorithm designs should:  ● effectively communicate the intended solution  ● allow the client to make informed decisions  ● allow a third party to use the design documents to create the proposed solution.  Learners can use either pseudocode or flow charts to explain the algorithms. | Learners will be provided with feedback at the end of the ESP window which can be used to inform learners key revision topics in time for | Assessment files: ask3\_data.csv  Containing sample data for the solution. | The scenario is based on a currency converter so learners will use numeracy skills here.  Learners will recall concepts learner across the year and apply to a real-world scenario. |
| Wed | Core Project  Task 3 | ESP Mock - Task 3:  Designing a solution | Continuation of task 3 | Continuation of task 3 | Continuation of task 3 | Continuation of task 3 |
| Thurs | Core project task 4a | ESP Mock- Task 4a:  Developing a solution | Learners will develop the code for the currency converter based on the set brief and the design documentation created over the previous 2 sessions.  Learners will develop the programming code for the data service so that it meets the new system and user requirements provided in the Set Task Information.  During development of the solution learners should:  ● consider the security requirements and use secure coding principles and practices to mitigate against potential threats and vulnerabilities  ● ensure that the code is maintainable, readable and functional  ● consistently follow accepted programming conventions | Learners will be provided with feedback at the end of the ESP window which can be used to inform learners key revision topics in time for | Assessment files: Task\_4a\_data.csv  • Task4a\_currency\_conversion.py | Leaners will now write code to meet the set brief requirements whilst following the algorithmic designs created over the previous sessions.  Learners will continue to use numeracy skills while working with the currency converter. |
| Week 27 | Mon | Core project task 4a | ESP Mock- Task 4a:  Developing a solution | Continuation of task 4 | Continuation of task 4 | Continuation of task 4 | Continuation of task 4 |
| Tues | Core project task 4a | ESP Mock- Task 4a:  Developing a solution | Continuation of task 4 | Continuation of task 4 | Continuation of task 4 | Continuation of task 4 |
| Wed | Core project task 4b | ESP Mock- Task 4b:  Reflective evaluation | Leaners will produce an evaluation of the solutions that they produced in Task 4a.  Evaluation should justify:  • how well the solution they produced meets the  system and user requirements  • how the solution could be further developed. | Learners will be provided with feedback at the end of the ESP window which can be used to inform learners key revision topics in time for | Learners will need access to a word processor and the solution created in the previous sessions. | Learners will develop literacy skills as well as transferable and personal skills such as reflection, evaluation and identifying areas of personal improvement. |
| Thurs | Core Project | Peer mark and assess ESP  Write personal development plan linking to revision targets. | Learners will peer mark ESP’s with guidance and as a group we will go through any common “problem areas” and identify topics to focus targeted revision on.  Learners will create personal development plans which overview the revision topics needed | Learners will use the feedback and grades here (Once checked) to create revision lists, and will be encouraged to begin revision at home. | Core Project brief and Mark scheme  Resources from all previous weeks. | Learners will undertake peer marking and will provide constructive feedback to peers.  Learners will develop personal transferable skills in reflection and will be encouraged to make a revision plan, holding themselves accountable for revision strategy. |
| Week 28 | Core 1 and 2 Mock week | Core Paper 1: Digital Analysis, Legislation and Emerging Issues  Core Paper 2: The Business Environment | | | | | |
| Week 29 | Mon | Core project Task 1 | Be able to use project planning tools to apply  understanding of project planning in response to  a scenario. | Tutor led presentation/demonstration – by the end of the session, learners will be able to:   * Assess the strengths and skills of people and assign appropriate tasks to them. * Make scheduling decisions in response to defined deadline. * Prioritise activities or tasks based on analysis of * requirements. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Competencies covered in this session include:  Synthesise information  Measure with precision  Use digital technology and media effectively |
| Tues | Tutor led presentation/demonstration – by the end of the session, learners will be able to assign resources correctly and appropriately to project tasks.  Learners will also Produce a Gantt chart to show project tasks and organise them efficiently, using an appropriate Software Development Lifecycle model. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Competencies covered in this session include:  Synthesise information  Measure with precision  Use digital technology and media effectively |
| Wed | Tutor led presentation/demonstration – by the end of the session, learners will be able to identify and calculate costs of a project, including:  ● materials  ● physical resources  ● personnel.  Select and allocate resources to the resource list, and  correctly attribute costs to provide an accurate estimate  of the total project cost. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Strong focus on numeracy in this session where learners Communicate using mathematics |
| Thurs | Consider the factors that are most relevant when  planning projects.  Justify project planning decisions made, with  consideration given to:  ● cost, risk and benefits to identified stakeholders  ● order and timing of tasks  ● selection and allocation of resources, including  personnel and physical resources dependencies and prerequisites. | Learners will be encouraged to continue to work on this outside of timetabled sessions.  Learners are assessed on this as part of core project task 1. | Microsoft Excel.  All resources used in session available to learners. | Competencies covered in this session include:  Synthesise information  Cost a project |
| Week 30 | Mon | Paper 1 | Paper one recap | | | | |
|  |  |  | Easter Break | | | | |
| Week 31 | Revision | | | | | | |
| Week 32 |
| Week 33 |
| Week 34 | Final Revision | | | | | | |
| Week 35 to 38 | ESP Assessment Window | | All sessions during the assessment window will be exam sessions or pre and prep work relating to assessment. | | | | |
|  | Industry Placement | | | | | | |
| **Summer Holiday** |  | | | | | | |
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