Digital Technologies

Learner Name	
Course	Pearson BTEC Higher National Certificate in Computing
Awarding Body	BTEC (Pearson)
Module Name(s)	Unit 3 – Professional Practice
Assignment Title & Number	Assignment 1 of 2
Assessor's Name	Dan Purdy
Hand out Date	Tuesday 17th September 2019
Hand in Date	Friday 25th October 2019
Feedback Date	Tuesday 26th November 2019

Assessment Brief IQA by: *(Name & Signature)*		Assessment Brief sample by Lead IQA: *(Name & Signature)*	
Date:	16/09/2019	Date	
Specific outcomes and criteria being assessed			
Module	Grading Criteria	Description	
3	P1 (LO1)	Demonstrate, using different communication styles and formats, that you can effectively design and deliver a training event for a given target audience	
3	P2 (LO1)	Demonstrate that you have used effective time management skills in planning an event	
3	M1 (LO1)	Design a professional schedule to support the planning of an event, to include contingencies and justifications of time allocated	
3	D1 (LO1)	Evaluate the effectiveness and application of interpersonal skills during the design and delivery of a training event	
3	P3 (LO2)	Demonstrate the use of different problem-solving techniques in the design and delivery of an event	
3	P4 (LO2)	Demonstrate that critical reasoning has been applied to a given solution	
3	M2 (LO2)	Research the use of different problem-solving techniques used in the design and delivery of an event	
3	M3 (LO2)	Justify the use and application of a range of solution methodologies	
3	D2 (LO2)	Critique the process of applying critical reasoning to a given task/activity or event	

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English, maths and other Skills for Success covered in this assignment	English • Self-reflection • Presentation – speaking and listening • Referencing • Written report writing	Maths • Logic and reasoning for project planning and scheduling	Skills for Success • Interpersonal and communication skills • Personal evaluation and development • Problem solving • Operational context • Synthesis and creativity • Autonomy and responsibility for actions
Learner submission sampled by IQA: (Name and signature)		Learner submission sampled by Lead IQA: (Name and signature)	
Date		Date	

COPYING DISCLAIMER

I confirm that all the work contained in this assignment, being presented for assessment, is my own work.

I also confirm that I have not copied this work from other people's papers, electronically from their disk, from textbooks, CD ROM or from the Internet.

I also understand that if I hand in an assignment that has work in it that has been copied, this will be subject to disciplinary action and may cause me to lose my place on the course.

Student Signature:		Date:	

Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature	Dan Purdy	Date	
Date of feedback to learner			
Resubmission authorisation by Lead Internal Quality Assurer*		Date	

* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:
- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

**Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

Vocational Scenario

Employees are the blood stream of any business. The accomplishment or disaster of the firm depends on its employee performance. Hence, top management realised the importance of investing in training and development for the sake of improving employee performance. Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect employee motivation and commitment (Meyer and Allen, 1991). In order to prepare their workers to do their job as desired, organisations provide training as to optimise their employees' potential. Most of the firms, by applying long term planning, invest in the building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment (see Elnaga & Imran 2013 for full article).

Task 1	Grading Criteria Covered: P1, P2, P4 and M1
Evidence Required	▪ Planning Documents ▪ Professional Schedule (with annotations) ▪ Self-reflection video

You have taken the lead within your organisation to deliver a digital training event. You can choose one of the following themes for your event:

- ISO 27001 - The starting point for all prospective ISO 27001 project managers and auditors, this training provides a complete introduction to the ISO 27001 standard and an overview of key implementation activities.
- Cyber Security Essentials - Implementing phishing staff awareness training will strengthen defences, further secure the organisation and help to mitigate risk of an attack.
- Introduction to Amazon Web Services - Build and validate cloud skills to get the most out of AWS to keep pace with updates and keep cloud skills fresh.

Your employer is expecting your training event to be part of a wider CPD programme for employees and should last no longer than forty-five (45) minutes delivered face-to-face. Your audience will have some basic knowledge of the training topic.

You must consider training objectives, audience, format/techniques and room layout for your training event. You should prepare the required planning documents to show how your training event:

- Uses more than one communication style, i.e. verbal and non-verbal, to deliver learning to your target audience
- Uses both formal and informal dialogue to gather feedback from the audience
- Uses IT to enhance communication and interaction between audience members

To ensure the schedule of your training event runs as planned, prepare a professional schedule to support your event, making note of contingencies in place to ensure your event is delivered successfully. You should annotate your plan to justify time allocated for each element of the schedule.

Record a short self-reflection video that demonstrates you have:

- Used effective time management skills in planning an event, i.e. prioritising workloads, setting objectives, making and keeping appointments and scheduling
- Applied critical reasoning to amend your training event design and delivery to meet the needs of your target audience.

Task 2	**Grading Criteria Covered:** P3 and M2
Evidence Required	▪ Table with research and explanations ▪ Written account / Guide for Audience

You have just been told by the HR manager that employees within the organisation have varied learning styles (see VARK). They have indicated that 15% of employees prefer visual cues, 10% prefer aural delivery, 5% prefer enjoy reading and writing, and the remaining are kinaesthetic learners. You have also been told that members of your audience have learning difficulties including dyslexia, dyspraxia and one person is colour-blind. Whilst the HR manager has made you aware of the issues, you will not know which audience members have these conditions during your event. Ultimately, your training event must be inclusive to all audience members.

Research a range of different problem-solving methods, tools and techniques. Explain how these could be used in the design and delivery of your event to ensure that it is inclusive for all audience members. You may use a table to compile your research and explanations.

The HR manager would like to send audience members a user-friendly guide of how your event is inclusive to their condition. Using a problem-solving process or framework of your choice, provide a written account as to how your training event has been amended in light of the audience needs that you can share.

Task 3	**Grading Criteria Covered:** M3, D1 and D2
Evidence Required	▪ Written summary report

Note: You should have delivered a training event and updated your planning for delivery to meet the new needs of the target audience before completing this task.

Provide a written summary report on your final training event that:
- Evaluates the effectiveness and application of interpersonal skills during the design and delivery of your training event
- Justifies the use/application of a range of solution methodologies to design and deliver your training event, e.g. timescale, stages, resources and critical path analysis
- Critiques the process of applying critical reasoning and identify areas where this could be improved in future tasks, activities and events

Feedback

Module Number	Criteria included in this assessment		Met or Not Met	Comments
Task 1				
3	P1 (L01)	Demonstrate, using different communication styles and formats, that you can effectively design and deliver a training event for a given target audience		
3	P2 (LO1)	Demonstrate that you have used effective time management skills in planning an event		
3	P4 (LO2)	Demonstrate that critical reasoning has been applied to a given solution		
3	M1 (L01)	Design a professional schedule to support the planning of an event, to include contingencies and justifications of time allocated		
Task 2				
3	P3 (LO2)	Demonstrate the use of different problem-solving techniques in the design and delivery of an event		
3	M2 (LO2)	Research the use of different problem-solving techniques used in the design and delivery of an event		
Task 3				
3	M3 (LO2)	Justify the use and application of a range of solution methodologies		
3	D1 (LO1)	Evaluate the effectiveness and application of interpersonal skills during the design and delivery of a training event		
3	D2 (LO2)	Critique the process of applying critical reasoning to a given task/activity or event		

Assessor's Feedback
What Went Well?
Even Better If…
SPaG & Maths Feedback

Assessor Signature:	Date:
Student Signature:	Date:

Student's Target (Student to complete from feedback)
Using the feedback provided, consider how you will improve the quality of your assessed work and identify targets to achieve this.

Signature:	Date:

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