

Subject: ICT

Year 13 – BTEC L3 IT Scheme of Work 2021 – 2023 Unit 6 – Website development

For term 1-3 see unit 1 SoW and for Term 3-6 see unit 6 SoW

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	<p>Topic A: Digital devices in IT systems Digital devices, their functions and use Peripheral devices and media Computer software in an IT System Emerging technologies Choosing IT systems Learning Aim A assessment.</p> <p>Topic B: Transmitting data Connectivity Networks</p>	<p>Topic D: Protecting data and information Threats to data, information and systems Protecting data Learning Aim D assessment.</p> <p>Topic E: Impact of IT systems Online services Impact on organisations Using and manipulating data</p>	<p>Assessment and revision Mock exams ready for exam January 2022</p> <p><u>See Unit 6 SoW</u></p> <p>Learning aim B: Design a website to meet client requirements Assignment 2 Website design Common tools and techniques used to produce websites</p>	<p>Learning aim C: Develop a website to meet client requirements Client-side scripting languages Website development</p> <p>Continue Learning aim C: Develop a website to meet client requirements Client-side scripting languages Website review Website optimisation</p>	<p>Unit 2 Controlled assessment preparation and exam for resits early May 2022</p>	<p>Unit 1 written preparation and exam dated June 2022</p> <p>A1 Purpose and principles of website products</p> <p>A2 Factors affecting website performance</p>

	<p>Issues relating to the transmission of data</p> <p>Learning Aim B assessment.</p> <p>Topic C: Operating online Online systems Online communities</p> <p>Learning Aim C assessment.</p>	<p>Learning Aim E assessment.</p> <p>Topic F: Issues Moral and ethical issues Legal issues</p> <p>Learning Aim F assessment.</p>	<p>Hand Real Assignment 2 for marking</p>	<p>Skills, knowledge and behaviours</p> <p>Hand Real Assignment 3 for marking</p>		
Week Times	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

BTEC Level 3 Extended Certificate in Information Technology

Unit 6 – Website Production

Each lesson should take 1 period with some covering two. Leeway has been included at the end of each learning aim to make up for any time lost.

Important: To access the teacher lesson resources you must log into the teams site and for the quizzes, Know it all Ninja if required.

Learning Aim A complete in term 5/6 in year 12.

See BTEC Assessment Plan for information regarding release, deadline and resubmission dates – Submission via secondary Teams Assignment.

Task relate to student workbook

Use the supplied resources found in the same folder as this Scheme of Learning to support the tasks below, if required. Use the learner workbooks to help structure the mock assignment.

Big Questions:

1. What are the main planning stages in a project?
2. What are the key design choices and how are these linked to the target audience?
3. What is the purpose of a site map?
4. What is the purpose of a mood board?
5. How can a wireframe be used when developing a website?
6. What is search engine optimisation (SEO) and how can this be used to improve visibility of your website online?

Specification o References	Periods	Topic Area: Main Items	Outcomes that students should be able to	Key Terms / Concepts (literacy)	Assessment	Resources
	9	(1) TOPIC 1 website design				

<p>B1/B2 Website Design [P2]</p>	<p>1</p>	<p>Lesson 1 To understand the steps involved in developing a design for a client website:</p> <ul style="list-style-type: none"> • Identify key points of the design process • Explain what is meant by client requirements • Analyse client requirements and suggest possible methods of meeting them 	<p>Big Question: What are the main planning stages in a project?</p> <p>By the end of the lesson Learners should have produced a list of client requirements and explained how they could meet each one.</p> <p>Complete for home learning if incomplete.</p>	<p>Analyse Requirements</p>	<p>Task 1 Independent Task: Have Learners make a list of the stages they think would be involved in producing a website for a client from start to finish. Discuss these and combine ideas from the group to make one list. Discuss the importance of each stage and the impacts of missing a stage.</p> <p>Task 2 Group Task: Have Learners discuss what is meant by “Client Requirements” and have them write up some typical requirements a client may have for a website. Discuss ideas as a class.</p> <p>Task 3 Independent Task: Learners will be given a letter sent to them by a client. They should read the letter and pull out all of the client’s requirements, making a list. For each requirement they should then research and explain how they could meet each one by producing a website focussing on how they would meet each requirement.</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
	<p>2</p>	<p>Lesson 2 To be able to identify design choices for a range of audiences:</p> <ul style="list-style-type: none"> • Explain what is meant by target audience 	<p>Big Question: What are the key design choices and how are these linked to the target audience?</p>	<p>Target Audience</p> <p>Design Choices</p>	<p>Task 4 Group Task: Provide Learners with 3 different websites and ask them to theorise the intended audience for each. They should consider primary audience and secondary audience. Once</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>

		<ul style="list-style-type: none"> • Identify target audience for a given website and explain your reasoning. • Recommend design choices for a given target audience. <p>Lesson 3</p>	<p>By the end of the lesson Learners must have a report which discusses the intended audience of the client's website and explained, using example from research, what design choices could be made to meet the needs of the audience.</p> <p>Complete for home learning if incomplete.</p>		<p>decided, they should discuss the features of the website that are suitable to the intended audience. Discuss as a class and question Learners on their ideas. It is important they don't just focus on colours and font, they should be thinking about ease of use, navigation, layout, multimedia items and interactivity.</p> <p>Task 5 Independent Task: Learners should research three additional websites. The aim is to find a website with a similar audience to each of the ones they already have. i.e. if they said website 1 was for females aged 18-30 then they should research and find another website with the same audience. Feedback to class.</p> <p>Task 6 Independent Task: Refer Learners back to the letter they received from the client in the previous lesson. Ask the Learners to pick out the target audience that the client has described. They should then explain the design choices they could make in order to cater for the intended audience, justifying their reasons using research on websites with similar audiences.</p>	
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<p style="text-align: center;">3</p>	<p>To be able to express a website hierarchy as a site map:</p> <ul style="list-style-type: none"> • Explain the purpose of site map • Discuss the importance of ease of access to pages in a site plan • Create a site plan for a given scenario. <p>Lesson 4 To produce a mood board with clear references to design and web features:</p>	<p>Big Question: What is the purpose of a site map?</p> <p>By the end of the lesson Learners should have produced a site map in accordance to the client's requirements. They should have justified their decisions.</p> <p>Complete for home learning if incomplete.</p> <p>Big Question: What is the purpose of a mood board?</p> <p>By the end of the lesson Learners must have produces a mood board</p>	<p>Hierarchy Site plan Sit Map</p> <p>Mood board</p>	<p>Task 7 Independent Task: Display a URL to a website on the board along with an example layout for a sitemap. Ask Learners to visit the URL and produce a very quick sitemap showing the hierarchy of the website. (This could be drawn to save time). Discuss the sitemap. Question Learners about the complexity of the sitemap, is it easy to find something. Discuss whether most information on the site can be discovered with 3 clicks as this is the average amount of pages a user will visit before giving up.</p> <p>Task 8 Independent Task: Refer Learners back to letter they received from the client in the previous lessons. Learners should pick out the required pages the client needs and build a sitemap (draw.io is a good choice of software here as it links directly with Google Drive). They should then justify their site map with clear reference to the ease of use for the user.</p> <p>Task 9 Group Task: Study the mood board you have been given and discuss what the purpose of it is. Consider what website you think it may belong to. Discuss as class.</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p> <p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
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	<ul style="list-style-type: none"> • Explain the term mood board • Analyse a mood board and identify key aspects • Produce a mood board to include all of the aspects identified <p>Lesson 5 To produce a wireframe design for a website:</p> <ul style="list-style-type: none"> • Explain the term wireframe • Discuss the benefits of producing a wireframe when working with a client • Produce a wireframe design for a client need 	<p>based on a client need, this should take into account the requirements and intended audience.</p> <p>Complete for home learning if incomplete.</p> <p>Big Question: How can a wireframe be used when developing a website?</p> <p>By the end of the lesson Learners must have created one wireframe design for a client need with reference to the requirements, intended audience and mood board.</p> <p>Complete for home learning if incomplete.</p>	<p>Wireframe Designs</p>	<p>Task 10 Group Task: Return to the mood board and pick out key aspects of the mood board. What has been included? Could anything else be added? Discuss as class.</p> <p>Task 11 Independent Task: Based on the class discussions and the example mood boards, produce a mood board for the client using your prior documentation on requirements and audience to help you.</p> <p>Task 12 Group Task: Ask Learners to discuss in pairs or small groups what they think the term “wireframe” may mean in terms of website design. Once they have an idea ask them to discuss why it is important.</p> <p>Task 13 Independent Task: Learners should research a wire frame web design online and copy it over to their work book. Have them annotate it to show key features that have been included. This will be a list they should use when making their own.</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
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		<p>Lesson 6 To understand and implement SEO techniques:</p> <ul style="list-style-type: none"> • Explain the need for SEO for businesses operating online • Identify methods of SEO • Produce an SEO plan for a client need 	<p>Big Question: What is search engine optimisation (SEO) and how can this be used to improve visibility of your website online?</p> <p>By the end of the lesson Learners must have produced a SEO strategy for a website with clear reference to META description, META keywords, use of headings, use of keywords in content and pay per click advertising.</p> <p>Complete for home learning if incomplete.</p>	<p>Search Engine Optimisation</p>	<p>Task 14 Independent Task: Ask Learners to create a wireframe design for the home page of the website they have been designing in previous lessons. They should only produce one but in the official assignment will need to produce multiple so that the client can choose which one they want to go with. They should also create a number of layout for page types e.g. left sidebar, right sidebar.</p> <p>Task 15 Group Task: Ask Learners to create a spider diagram of all of the methods of online advertising and marketing. Discuss as a class. Direct Learners toward search engine optimisation and ask them to consider all of the methods of SEO. Discuss as class. Ask Learners to research additional methods online and add them to the diagram. Finalise the list as a class.</p> <p>Teacher to talk through slides on SEO and each method. Teacher to show Learners an SEO planning document for a website and what it should include.</p> <p>Task 16 Independent Task: Learners to create their own SEO</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
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		<p>Lesson 7 To produce a GANTT chart for a typical web design project:</p> <ul style="list-style-type: none"> • Identify timings for each stage of the web design and development process • To produce a GANTT chart for a web design and development project. 	<p>Big Question: What are the main planning stages in a project?</p> <p>By the end of the lesson Learners must have produced a GANTT chart which covers all stages of the design and development of a website. It should cover a period of 4 weeks.</p> <p>Complete for home learning if incomplete.</p>	<p>Gantt Chart</p>	<p>planning document for the website they are designing.</p> <p>Learners need to be able to demonstrate that they have managed their time effectively throughout the website design and development process. To do this they will create a GANTT chart to identify when key tasks will be completed and reviewed.</p> <p>Task 17 Independent Task: Learners to research and explain what is meant by a GANTT Chart in less than 20 words. Feedback.</p> <p>Task 18 Group Task: Ask Learners to list all of the stages of the website design and development, including when to review and have them assign timings to each task in terms of lessons. (Maximum 18 lessons).</p> <p>Teacher to show Learners how to produce a simple GANTT chart.</p> <p>Discuss tasks to be carried out throughout the process so that nothing is missed out by a Learner.</p> <p>Task 19 Independent Task: Learners to create their own GANTT</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
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					chart using the discussion to help them in deciding on the most appropriate timings.	
Ensure all work from the previous lessons has been responded to and improved by Learners before the release of the assignment. This ensures they have adequate and accurate material for revision before commencing the official assignment.						
Release of Assignment 2 – Website Design (Learning Aim: B & C) Time allowed: 6 Lessons (Lessons 16, 17, 18, 19, 20, 21 & 22) See BTEC Assessment Plan for information regarding release, deadline and resubmission dates – Submission via secondary Class Notebook for Assignments.						

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Unit 6 – Website Production

Each lesson should take 1 period with some covering two. Leeway has been included at the end of each learning aim to make up for any time lost.

Important: To access the teacher lesson resources you must log into the teams site and for the quizzes, Know it all Ninja if required.

Learning Aim A complete in term 5/6 in year 12.

Use the supplied resources found in the same folder as this Scheme of Learning to support the tasks below, if required. Use the learner workbooks to help structure the mock assignment.

Big Questions:

1. Why is testing and feedback on your product important?
- 2.

Specification o References	Periods	Topic Area: Main Items	Outcomes that students should be able to	Key Terms / Concepts (literacy)	Assessment	Resources
	9	(2) TOPIC 1 design review				
B1/B2 Design Review [P3/M2]		<p>Lesson 8 To understand the importance of obtaining feedback from the client and user and acting on this</p> <ul style="list-style-type: none"> • Explain the importance of obtaining feedback 	<p>Big Question: Why is testing and feedback on your product important?</p> <p>By the end of this lesson learners must have produced a range of feedback documentation that would enable a user or client to review their design documentation. This must</p>	Feedback Constructive	<p>Task 20 Independent Task: Learners to identify 5 reasons why getting feedback is important. They should then list 5 methods of obtaining feedback.</p> <p>Discuss Learner ideas as a class.</p>	<p>B1/B2 Lesson Presentation Class Notebook</p> <p>B1/B2 - Learner Workbook</p>

	<ul style="list-style-type: none"> Identify methods of obtaining feedback Develop a plan to obtain feedback from the client and potential users. <p>Lesson 9 To complete a website design review:</p> <ul style="list-style-type: none"> To provide feedback to a peer on their website design documentation using their feedback materials. To receive feedback on your website design using your 	<p>include interview questions and questionnaires.</p> <p>Complete for home learning if incomplete.</p> <p>Big Question: Why is testing and feedback on your product important?</p> <p>By the end of this lesson learners must have provided feedback to a peer and received feedback from a peer.</p> <p>Must be completed within the lesson.</p>	<p>Peer feedback Iterative</p>	<p>Teacher to explain key methods of obtaining feedback and the importance of planning ahead i.e. preparing interview questions or making questionnaires.</p> <p>Teacher to show example of a review plan along with questionnaires and the discussion around open and closed questioning.</p> <p>Task 21 Independent Task: Learners to create their own feedback plan, including the design of interview questions and questionnaires to be used with their client to obtain feedback on their design material.</p> <p>In this lesson, learners should be given the opportunity to peer assess the practice design documentation they have been making to date.</p> <p>This could include a questionnaire being completed by a number of people and then also time for a peer to be interviewed as if they were the client. The designer will need to provide questions that would allow the peer to present useful feedback, they should also take notes that can be used to write up the interview later.</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
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		feedback materials.			It is essential that Learners practice this before completing the official assignment. Furthermore, this feedback is required for the later lesson.	
Release of Assignment 2 – Feedback Meetings (Learning Aim: B & C) Time allowed: 2 Lessons (Lessons 25 & 26) <i>*Each learner should produce feedback documentation then meet with their tutor (acting as the client) to discuss all of the design documentation and get feedback (This is NOT feedback on the assignment but instead feedback on what they have produced and its suitability to the client). As the client, there should be discussion of the designs and which ones would work best. This meeting could be recorded as evidence toward meeting the learning aim.</i>						
(3) TOPIC 2 Design review						
B1/B2 Design Review [P3/M2]		Lesson 10 To review feedback and make final design judgements: <ul style="list-style-type: none"> • Present feedback in the most suitable format • Discuss the results of feedback justifying your approach • Identify next steps in the development process 	Big Question: Why is testing and feedback on your product important? By the end of this lesson learners must have produced a review document of the feedback they were given on their practice design materials. Complete for home learning if incomplete.	Peer feedback Iterative	It is important that learners use their feedback to its full potential as they need to write a detailed document to discuss the final design choices made and how this decision was made. Discuss as a class how data from questionnaires is best presented. (Charts & Graphs). Show Learners how to input their results and create charts. Task 22 Independent Task: Ask Learners to summarise each chart discussing the outcomes of each question and what it suggests in relation to their designs.	B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook

		<p>Lesson 11 To produce a test plan for your website:</p> <ul style="list-style-type: none"> • Explain the importance of testing • Identify areas that should be tested • Produce a test plan for your website 	<p>Big Question: Why is testing and feedback on your product important?</p> <p>By the end of this lesson learners must have produced a test plan for the website they are producing.</p> <p>Complete for home learning if incomplete.</p>	<p>Testing Plan</p>	<p>Discuss as a class how data from an interview is best addressed (per question).</p> <p>Task 23 Independent Task: Learners should use their notes and the video recording of the interview to write up the points discussed and the decisions made by the client.</p> <p>To conclude, learners should summarise the key decisions that have been made to the design, any changes that have been requested and the steps they will now take moving forward.</p> <p>Task 24 Group Task: Learners to discuss why testing is so important, when testing should take place, and what should be tested on a website. They should produce a list.</p> <p>Discuss ideas with Learners. Show Learners a basic test plan for a website and discuss.</p> <p>Task 25 Independent Task: Learners to create their own test plan for the website they are going to build. Now that they know what it will look like and include they are able to produce a test plan. It should</p>	<p>B1/B2 Lesson Presentation Class Notebook B1/B2 - Learner Workbook</p>
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					include all of the essential tests as listed in the presentation.	
Release of Assignment 2 – Design Review (Learning Aim: B & C) Time allowed: 3 Lessons (Lessons 29, 30 & 31)						
		(4) TOPIC 3 website development <p style="text-align: center;">Tasks 1 - 10</p> <p style="text-align: center;"><i>The lessons need to be taught as a tutorial with learners working alongside the teacher to produce a website using all of the features listed. For each on learners should gather screenshots and take notes to evidence their progress and to use as revision for their assignment.</i></p> <p style="text-align: center;">Big Questions:</p> <ol style="list-style-type: none"> 1. What languages are used to develop a website? 2. What is the purpose of a table? 3. How can a user navigate a website? 4. How can a website capture data? 5. What features makes a website interactive? 6. How can a website be developed to meet the needs of all users? 7. How are websites uploaded to the WWW? 8. Why is testing and refining important? 				
C1/C2 Website Development [P4]	HTML	Big Question: What languages are used to develop a website? By the end of this lesson learners must have a good understanding of HTML.	HTML Body Headings Paragraph Lists Tables Images Hyperlinks	Learners should be taught: <ul style="list-style-type: none"> • What HTML is and why is it a standard • How HTML is structured • A range of tags/elements including: <ul style="list-style-type: none"> ○ HTML ○ Body ○ Headings ○ Paragraph ○ Lists (Numbered/Bullets) ○ Tables 	C Lesson Presentation Class Notebook C - Learner Workbook	

					<ul style="list-style-type: none"> ○ Images ○ Hyperlinks DIV tags (teach at CSS lesson)	
		CSS	<p>Big Question: What languages are used to develop a website? By the end of this lesson learners must have a good understanding of CSS.</p>	Cascading Style sheets	Learners should be taught: <ul style="list-style-type: none"> • What CSS is and why it is used • Methods of linking/embedding CSS • How to write CSS including: • Backgrounds, text formatting, borders, padding, heading styles, element positions 	C Lesson Presentation Class Notebook C - Learner Workbook
		Tables	<p>Big Question: What is the purpose of a table? By the end of this lesson learners must have a good understanding of Tables.</p>	Tables Rows Columns	Learners should be taught: <ul style="list-style-type: none"> • How table are created • The purpose of tables • Why tables are no longer suitable for producing the layout for a website. 	C Lesson Presentation Class Notebook C - Learner Workbook
		Navigation	<p>Big Question: How can a user navigate a website? By the end of this lesson learners must have a good understanding of Navigation.</p>	Navigation bar Links Anchors	Learners should be taught: <ul style="list-style-type: none"> • Methods of navigation in a website • How to combine CSS with HTML to create an interactive navigation menu • How to use internal/external links • How to create and link to anchors 	C Lesson Presentation Class Notebook C - Learner Workbook
		Forms	<p>Big Question: How can a website capture data? By the end of this lesson learners must have a good understanding of Forms.</p>	Text: Fields Areas Buttons Radio	Learners should be taught: <ul style="list-style-type: none"> • The purpose of a form • How to produce a form including: <ul style="list-style-type: none"> ○ Text fields 	C Lesson Presentation Class Notebook C - Learner Workbook

				<p>Checkboxes Selection boxes Data processing</p>	<ul style="list-style-type: none"> ○ Text areas ○ Buttons ○ Radio buttons ○ Check boxes ○ Selection boxes ○ How forms process and send data 	
		Interactive Components	<p>Big Question: What features makes a website interactive?</p> <p>By the end of this lesson learners must have a good understanding of Interactive Components.</p>	<p>Hotspots Pop ups Menus Rollover images</p>	<p>Learners should be taught:</p> <ul style="list-style-type: none"> ● The importance of interactive components on a website ● Methods of interaction ● How to produce: <ul style="list-style-type: none"> ○ Hot spots ○ Pop ups ○ Buttons ○ Menus ○ Rollover images 	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>
		Embedded multimedia - Compression	<p>Big Question: What features makes a website interactive?</p> <p>By the end of this lesson learners must have a good understanding of a range of multimedia that can be embedded on a website and why compression is required.</p>	<p>Compression Load speeds</p>	<p>Learners should be taught:</p> <ul style="list-style-type: none"> ● A range of methods of incorporating digital multimedia including: <ul style="list-style-type: none"> ○ Digital animation ○ Digital graphics ○ Digital audio ○ Digital video <p>The importance of using compression when uploading multimedia to a web server</p>	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>
		Accessibility	<p>Big Question: How can a website be developed to meet the needs of all users?</p> <p>By the end of this lesson learners must have a good understanding of methods of accessibility.</p>	<p>Accessibility Alt tags</p>	<p>Learners should be taught:</p> <ul style="list-style-type: none"> ● The importance of embedding accessibility features on a website ● Methods of accessibility including: <ul style="list-style-type: none"> ○ Alternative tags 	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>

					<ul style="list-style-type: none"> ○ Zoom features Text-to-speech		
		Website Scripting	<p>Big Question: What features makes a website interactive?</p> <p>By the end of this lesson learners must have a good understanding of a range of website scripts to make the website more interactive.</p>	Scripting	<p>Learners should be taught:</p> <ul style="list-style-type: none"> • How to incorporate client-side scripting to create interactive elements on a website • Types of scripting languages that can be incorporated • Scripted elements including: <ul style="list-style-type: none"> ○ Alerts, confirming choices, browser detection, creating rollovers, checking/validating input and handling forms. • Use of constructs including: Syntax, iterations, selections, functions, parameter passing and handling events. 	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>	
		FTP & Uploading to a web browser	<p>Big Question: How are websites uploaded to the WWW?</p> <p>By the end of this lesson learners must have a good understanding of what File Transfer Protocol is and how it is used to upload files to a web server.</p>	File transfer protocol	<p>Learners should be taught:</p> <ul style="list-style-type: none"> • What is meant by File Transfer Protocol • Why FTP is required • How to use FTP <p>Learners should be able to upload files to a file server using FTP. *Use a local server if FTP is unavailable.</p> <p>Learners need to fully explain why files should be kept together.</p>	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>	
<p>Release of Assignment 2 – Website Development (Learning Aim: B & C) Time allowed: 6 Lessons (Lessons 44, 45, 46, 47, 48, 49)</p>							
		TOPIC 4 Website Optimisation					

<p>C4 Website Optimisation [P5,M3]</p>	<p>To complete in-depth testing and optimise your website:</p> <ul style="list-style-type: none"> • Complete the testing following your test plan • Optimise your website based on inaccurate test results • Justify failed tests that you cannot resolve 	<p>Big Question: Why is testing and refining important?</p> <p>By the end of this lesson learners must have completed their testing, made changes to their website and discussed any issues.</p> <p>Complete for home learning if incomplete</p>	<p>Optimisation Testing Justification</p>	<p>Learners should copy their test plan from Task 25 of their B1/B2 Workbook and paste it within this document.</p> <p>Show learners how the testing section should be completed including screenshots of the results. Explain that changes must be documented and any tests that can't be fixed must be fully discussed.</p> <p>Task 11 Independent Task: Learners to complete their testing.</p>	<p>C Lesson Presentation Class Notebook C – Learner Workbook</p>
<p>TOPIC 5 Website Review</p>					
	<p>To produce review material for the final web product:</p> <ul style="list-style-type: none"> • Produce a user questionnaire for the final web product. • Produce interview questions for the client to review the final web product. 	<p>Big Question: Why is testing and refining important?</p> <p>By the end of the lesson learners must have produced material to gather feedback from potential users and the client on the final web product.</p>	<p>Feedback Client</p>	<p>Task 12 Independent Task: Learners to create their own feedback plan, including the design of interview questions and questionnaires to be used with their client to obtain feedback on their final product.</p>	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>
<p>Release of Assignment 2 – Website Development (Learning Aim: B & C) Time allowed: 2 Lessons (Lessons 53 & 54)</p>					
<p>(1) TOPIC 6 Evaluation</p>					
<p>C5</p>					

<p>Evaluation [D2]</p>	<p>To evaluate the success of your web product:</p> <ul style="list-style-type: none"> • Compare the quality of your product to similar products • Review the suitability of the product with regard to purpose and audience • Evaluate the product against client requirements 	<p>By the end of this lesson learners must have produced an evaluation of their practice web product and considered all stake holders.</p>	<p>Quality review Suitability</p>	<p>Task 13 Group Task: Discuss and identify a list of items you would expect to discuss if evaluating the final web product.</p> <p>Class discussion around the importance of fully evaluating the strength and weaknesses of the product with regard to how the user will use it and what the client actually wanted.</p> <p>Task 14 Independent Task: Ask Learners to research 3 websites that is similar in purpose to the one they have created. Have them complete the review table which looks at the similarities and differences and have them score the overall quality.</p> <p>Learners should then write a paragraph to review the quality of their website in relation to the three similar ones they researched.</p> <p>Task 15 Independent Task: Learners to evaluate the effectiveness of the feedback they gathered at the design and development stages.</p> <p>Task 16 Independent Task: Learners to evaluate their response to user feedback. What strengths and weaknesses were identified as a</p>	<p>C Lesson Presentation Class Notebook C - Learner Workbook</p>
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					<p>result and what improvements did they make. Do they think the improved version would be suitable to the user?</p> <p>Task 17 Independent Task: Learners to evaluate their website with regard to the client's original requirements: They should discuss:</p> <ul style="list-style-type: none"> • How they met each one • Any problems they had • The strengths • The weaknesses • The improvements they made • Whether the final product is suitable to its purpose 	
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Release of Assignment 2 – Website Development (Learning Aim: B & C)

Time allowed: 3 Lessons (Lessons 56, 57 & 58)

*[D3] Assessed throughout documentation – look for time keeping, diary, clear signs of planning and meeting deadlines with regard to their GANTT chart.

Year 13 / Term 5 and 6

BTEC Level 3 Extended Certificate in Information Technology

Unit 6 – Website Production

Each lesson should take 1 period with some covering two. Leeway has been included at the end of each learning aim to make up for any time lost.

Important: To access the teacher lesson resources you must log into the teams site and for the quizzes, Know it all Ninja if required.

Unit 6 Moderation and SV

Unit 1 and 2 preparation and retakes. To be confirmed and updated.