

| Term | Week | Focus | Summary | Learning Outcomes | Learning skills |
|-----------------|------|---|---|--|--|
| Term 1.1 | 1 | A.P1 Outline key purposes of different websites used by organisations. | Uses of websites by organisations: Purpose of website <ul style="list-style-type: none"> Promoting products eg e-commerce/service – news websites, social media, education Target specific audiences eg gamers, buyers, social networkers, students | Learning aim A: Understand the uses and features of websites | Analytical report, researching and evaluating two different websites |
| | 2 | A.P1 Outline key purposes of different websites used by organisations. | Performance of websites <ul style="list-style-type: none"> Mobile compatibility User friendly and accessible to all users Fast load times Well formatted content | Learning aim A: Understand the uses and features of websites | Analytical report |
| | 3 | A.P2 Outline key components of different websites used by organisations. | Components of websites <ul style="list-style-type: none"> Common frontend components of a website Navigation eg.hyperlinks, action buttons Branding eg – company logo Aesthetics eg colour, layout, design, audio accessibility eg text to speech | Learning aim A: Understand the uses and features of websites | Analytical report |
| | 4 | A.P2 Outline key components of different websites used by organisations.. | <ul style="list-style-type: none"> Common backend components of a website including: E-commerce facilities Shopping cart Search facility Chat facility Contact forms | Learning aim A: Understand the uses and features of websites | Analytical report |



| | | | | | |
|--|----------|--|---|--|---|
| | 5 | B.P3 Identify the purpose and user requirements for a given website brief. | <p>Factors affecting website design</p> <ul style="list-style-type: none"> • Interpreting user requirements • Purpose of website • Complexity of the website eg. Frontend and backend components <p>Target audience eg age, interests</p> | Learning aim B: Design a website to meet user requirements | Analytical report and website prototype design, website wireframe |
| | 6 | B.P3 Identify the purpose and user requirements for a given website brief. | <p>Components and preparation of design documentation</p> <ul style="list-style-type: none"> • Description of website tasks • Description of website features <p>Accessibility considerations; vision, hearing, physical and motor skills, learning and literacy</p> | Learning aim B: Design a website to meet user requirements | Analytical report and website prototype design, website wireframe |
| | 7 | B.P4 Produce a basic website design to meet user requirements. | <ul style="list-style-type: none"> • User experience design, info architecture, wireframing • User interface – style guides, rendered design • Assets to be used; graphics, audio, video, animation • Application of common frontend/backend website components | Learning aim B: Design a website to meet user requirements | Analytical report and website prototype design, website wireframe |



| | | | | | |
|----------|---|-----------------|--|---|--|
| Term 1.2 | 1 | Assignment task | <ul style="list-style-type: none"> A.P1, A.P2 | <p>For Pass standard, learners will outline the key purpose of each website along with the key components as outlined in the unit content. Overall, the evidence will be logically structured. It may be basic in parts, for example covering more generic statements that do not link to the context. The evidence may contain minor inaccuracies or omissions, for example, the name of a regulation may be incorrect</p> | |
| | 2 | Assignment task | <ul style="list-style-type: none"> A.M1 | <p>For Merit standard, learners will explain the purpose and key components of two different websites. They must explore the frontend and backend components as outlined in the unit content. The evidence will make some connections between the website design and its purpose. Learners will demonstrate an awareness of ways in which the key components aid or inhibit the purpose. Some well-reasoned judgements will have been made about the user-experience for a wide range of potential users. Overall, the evidence will be logically structured. It may be basic in parts, for example covering more generic statements that do not link to the context. The evidence may contain minor inaccuracies or omissions, for example, the name of a regulation may be incorrect.</p> | |
| | 3 | | <ul style="list-style-type: none"> A.D1 | <p>For Distinction standard, learners will provide a clear and considered evaluation of how two different websites are effective in relation to their purpose and key components. The frontend and backend components must also be considered. The two websites must have different purposes, e.g. one could be to provide a news service and the other could be selling products. The evidence will make clear connections between the website design and</p> | |



| | | | | | |
|--|----------|---------------------|------------|--|--|
| | | | | its purpose, and demonstrate learners' sound awareness of ways in which the key components aid or inhibit the purpose. | |
| | 4 | Assignment workshop | B.P3, B.P4 | For Pass standard , Learners must consider the factors affecting the design of the website. The design documentation will evidence that they have generally considered the desired user experience, although there may be some omissions, and will mostly meet the criteria given in the design brief. Their approaches to the design will be appropriate but may be limited in scope. For example, learners will have attempted UX and UI designs, but they may not have fully considered accessibility and may not have considered assets to be used or frontend/backend components to be used. | |
| | 5 | Assignment workshop | B.M2 | For Merit standard , learners must consider the factors affecting the design of the website. The design documentation will evidence that they have generally considered the desired user experience and will meet the criteria given in the design brief, although some of their approaches may be generic in nature. For example, learners will have considered accessibility, produced some UX and UI designs, but they may not have considered suitable assets to be used or suitable frontend/backend components to be used. | |
| | 6 | Assignment workshop | B.D2 | For Distinction standard, learners must draw on knowledge across the learning aim to produce a comprehensive design for a website. The website must contain a minimum of five linked pages. Learners must thoroughly consider the factors affecting the design of the website, e.g. the user requirements must be | |

| | | | | | |
|--|----------|---------------------|--|---|--|
| | | | | <p>fully understood. The design documentation will fully examine considerations needed to produce the desired user experience and user interface, these will meet all criteria given in the design brief. For example, learners will have considered accessibility, have UX and UI designs as well as assets to be used and frontend/backend components to be used.</p> | |
| | 7 | Assignment workshop | | | |