

Scheme of Work 2020 - 2021
Subject: Information Technology

Year Group: 13

Specification: BTEC LEVEL 3 Information Technology – Unit 3 – Social Media & Unit 6 Website Development

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1 - 4	<p>A1 Social media websites</p> <p>Developments in social media affect the way businesses promote products and services.</p> <p>C5 Skills, knowledge and behaviours</p> <p>Media and communication skills.</p>	<p>What is social media?</p>	<ul style="list-style-type: none"> • Lead-in: Introduce learners to the unit and to learning aim A. • Tutor presentation: Explain what social media is. Why is it so popular and why do businesses use it? Why do social media sites change so often and why are new features introduced regularly? <p>Small-group activity: Learners research the background to the main social media sites, including their purpose, growth, popularity, recent or proposed changes, the way businesses use them etc. Ask learners to select their favourite social media campaign. Learners should then prepare to present their findings to the class. See links on comparing social media Social Media Platform Comparison http://meyerfoundation.org/sites/default/files/files/SWT-Platform-Comparison-090414.pdf</p>	<p>A report that explores how a business can use social media to raise its profile and promote products and services</p> <p>Completed Coursework</p>	<p>Learners to complete the following activity in private study – ‘if they could invent a social media feature, what would it be?’</p>	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

			<p>How social media sites compare as advertising platforms</p> <p>www.ft.com/cms/s/2/91a471be-ea87-11e4-96ec-00144feab7de.html#axzz4BaKzVWr0</p> <ul style="list-style-type: none"> • Tutor-led discussion: Groups present their findings to the class and discuss them. • Summarise the lesson and use Q&A to establish learners' understanding. 			
5 - 9	<p>A1 Social media websites</p> <p>Features, structure and target audience of different social media websites.</p> <p>C5 Skills, knowledge and behaviours</p> <p>Media and communication skills.</p>	<p>What do the different social media websites look like?</p>	<ul style="list-style-type: none"> • Lead-in: Facilitate a thought shower on how many social media sites learners can name. • Tutor-led discussion: Discuss the different factors that differentiate social media sites. • Small-group activity: Learners research the features, structure and target audiences of different social media sites. Learners should then prepare to present their findings to the class. See link on social media platform comparison in the following link http://meyerfoundation.org/sites/default/files/files/SWT-Platform-Comparison-090414.pdf • Tutor-led discussion: Groups present their findings to the class and discuss them. 	Completed Coursework	Homework - Ask learners if they could invent their own social media site, what features, structure and target audience would it have?	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

10 - 14	<p>A1 Social media websites</p> <p>How businesses can use social media websites to support their business aims and needs.</p>	<p>How does a business use social media?</p>	<ul style="list-style-type: none"> • Lead-in: Ask learners what business of different types do, what their aims and needs might be. • Tutor presentation: Explain some marketing basics, eg business aim and objectives, what a target audience is and ways to promote products/services. <p>Small-group activity: Learners are given a number of different well-known companies and then discuss what their target audience might be and look at examples of how they promote their products and the differences between them. See links: 7 Companies that totally 'Get' their buyer personas and Global social media research summary 2016 in the following links 7 Companies that totally 'Get' their buyer personas</p> <p>http://blog.hubspot.com/blog/tabid/6307/bid/33749/7-Companies-That-Totally-Get-Their-Buyer-Personas.aspx#sm.00001dkcrj6m5aen1ydgrv3h60gkq</p> <p>Global social media research summary 2016</p> <p>www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/</p> <ul style="list-style-type: none"> • Tutor-led discussion: Groups present their findings to the class and discuss them. 	Completed Coursework	Private study work - Ask learners what their target audience would be if they set up their own business. How would they appeal to that audience? – Students to come up with a brief plan about what the business would be – who their target audience would be – and how would they reach their target audience, what mediums would be used?	Lit Social So8 C3 Sp2 Sp5
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14 - 18	<p>A1 Social media websites How businesses can use social media websites to support their business aims and needs.</p> <p>C5 Skills, knowledge and behaviours Demonstrate own behaviours and their impact on outcomes.</p>	<p>How does a business use social media?</p>	<ul style="list-style-type: none"> • Lead-in: Finalise learners' questions for the guest speaker and remind learners about what the guest speaker will be focusing on. • Guest speaker: A representative from your college/school business department, local company marketing manager or marketing/advertising professional should talk about marketing basics, identifying a target audience and creating content that engages the target audience. Learners ask prepared questions. • Tutor-led discussion: Learners share feedback on the guest speaker session. Begin a class discussion on marketing techniques. • Summarise the lesson and use Q&A to establish learners' understanding. 	Completed Coursework	Homework – research different companies (of their own choice) and see how they use social media to aid their businesses – students should try and aim to look for small, local businesses as this will be beneficial when they complete their coursework.	Lit Social So8 C3 Sp2 Sp5
19 - 23	<p>A1 Social media websites Features of social media websites tailored to business needs.</p> <p>C5 Skills, knowledge and behaviours – Media and communication skills.</p>	<p>How does a business use social media? What are the features used?</p>	<ul style="list-style-type: none"> • Lead-in: Ask learners why they think social media sites need business users. • Tutor-led discussion: Facilitate a discussion about the different ways a business can make use of social media to support their aims and needs. Cover creating an image or brand, promoting products and services, communicating with customers, customer service, and resolving queries and managing issues. See link: Best social media marketing tips: Learn Marketing 	Completed Coursework	Private study - Learners to answer the following question 'Are adverts on social media annoying or useful?' Their findings should be written in a report format.	Lit Social So8 C3 Sp2 Sp5

			<p>with Social Media and How to Use Social Media for Marketing: Know your Platform in the following link Global social media research summary 2016</p> <p>www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/</p> <ul style="list-style-type: none"> • Small-group activity: Supply learners with a range of scenarios featuring different businesses that could use features of social media websites to support their given aims and needs and ask them to suggest ways in which the businesses could do this. Learners should prepare their findings to present to class. • Tutor-led discussion: Groups present their findings to the class and discuss them. 			
24 - 28	<p>A2 Business uses of social media Posting different content formats.</p> <p>A2 Business uses of social media Content focus and meaning.</p> <p>A2 Business uses of social media Developing an</p>	Why does every post count?	<ul style="list-style-type: none"> • Lead-in: Facilitate a thought shower on the different content formats of posts (cover text, images, video, links, polls and quizzes). • Tutor-led discussion: Discuss how businesses can post content that engages people (cover information, promotion, humour, special offers and customer service). How do businesses develop an audience and encourage people to follow or 'like' them? 	Completed Coursework	Homework – Students to write a few short paragraphs on the different ways that businesses can use engaging material on their sites, providing a few examples from the research that they carried out in lesson.	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

	<p>audience and encouraging people to follow or 'like' the organisation.</p> <p>A2 Business uses of social media Keywords and their use in posted content.</p>		<p>Small-group activity: Supply learners with different examples of how businesses use social media and attempt to engage with their target audience and ask them to consider its effectiveness. Would they have done it differently? See links: 5 ways to create engaging content your audience will share and 40 things you should do to increase social media engagement in the following links 5 ways to create engaging content your audience will share</p> <p>www.entrepreneur.com/article/251616</p> <p>40 things you should do to increase social media engagement</p> <p>www.inboundmarketingagents.com/inbound-marketing-agents-blog/bid/289931/40-Things-You-Should-Do-to-Increase-Social-Media-Engagement</p> <ul style="list-style-type: none"> • Plenary: Discuss keywords and their use in posted content. How important are keywords? Summarise the lesson and use Q&A to establish learners' understanding. 			
Half Term						
29 - 33	<p>A2 Business uses of social media</p> <p>Developing contacts by following and</p>	<p>What is direct and indirect advertising?</p>	<ul style="list-style-type: none"> • Lead-in: How can following and linking to relevant organisations and individuals, and sharing content posted by others, help develop business contacts? 	Completed Coursework	Private study – Learners to research what Google Adwords are and how these are	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p>

	<p>linking to relevant organisations and individuals.</p> <p>A2 Business uses of social media</p> <p>Direct and indirect advertising</p> <p>A2 Business uses of social media</p> <p>Links to commercial information, e.g. organisation's website.</p> <p>A2 Business uses of social media</p> <p>Relationship between the social media website and an organisation's website.</p> <p>C5 Skills, knowledge and behaviours</p> <p>Media and communication skills</p>		<p>Tutor-led discussion: Initiate a discussion on how a business' social media should link with their other media (eg website, e-commerce website, print, TV advertisements). See link: 9 tips for integrating social media on your website in the following link www.socialmediaexaminer.com/9-tips-for-integrating-social-media-on-your-website/</p> <ul style="list-style-type: none"> • Small-group activity: Learners research different businesses and see how well their media link. For instance, are social media buttons placed on the business website? Are there business website links within social media posts? Are social media news feeds on the business website? • Tutor-led discussion: Groups present their findings to the class and discuss them. • Plenary: Initiate a discussion entitled 'Direct and indirect advertising – what's the difference?' Summarise the lesson and use Q&A to establish learners' understanding. 		<p>useful for companies.</p>	<p>Sp2 Sp5</p>
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34 - 38	<p>A2 Business uses of social media</p> <p>C5 Skills, knowledge and behaviours</p> <p>Media and communication skills.</p>		<ul style="list-style-type: none"> • Lead-in: Ask learners which social media promotion campaigns work for them. • Tutor-led discussion: Explain to learners that they are going to work on a task that involves choosing a favourite social media campaign. See link: Top 10 influential social media campaigns of 2015 in the following link www.adherecreative.com/blog/top-10-influential-social-media-campaigns-of-2015 • Independent learning activity: Learners research their favourite social media campaign and prepare to explain the reason for their choice. • Tutor-led discussion: Learners give feedback on the reasons for their choice of social media campaign. Talk about the guest speaker in the next lesson. • Summarise the lesson and use Q&A to establish learners' understanding. 	Completed Coursework	Private study – Research how The Academies use social media site to engage the community – does this also engage the wider community?	Lit Social So8 C3 Sp2 Sp5
39 - 43	<p>A2 Business uses of social media</p> <p>C5 Skills, knowledge and behaviours</p> <p>Media and communication skills.</p>	Why is communication important?	<ul style="list-style-type: none"> • Tutor-led discussion: Talk about the visit from the guest speaker. How does their company's use of social media compare to other organisations that learners have researched? See link: The year ahead for social media (2016) in the following link www.campaignlive.co.uk/article/year-ahead-social-media/1378349# 	Completed Coursework	Homework – Compare two similar businesses' social media sites – what do they do differently? – Do they post updates in competition with other businesses?	Lit Social So8 C3 Sp2 Sp5

			<ul style="list-style-type: none"> (If a speaker cannot be contacted – ask Mr Sherman to discuss how he uses social media for the school) Plenary: Summarise the lesson and use Q&A to establish learners’ understanding. 			
44 - 48	<p>A3 Risks and issues</p> <p>C5 Skills, knowledge and behaviours</p> <p>Media and communication skills.</p>	<p>What are the social media risks?</p>	<ul style="list-style-type: none"> Lead-in: Facilitate a thought shower on the downsides of using social media. Tutor presentation: Explain the potential business risks of using social media. Cover negative comments on social media sites and damage to reputation. What might be the unforeseen consequences of posted content? Also talk about time constraints on social media interaction and the return on time investment. Explain the increased vulnerability of social media to cyber criminals. See links: Top five risks companies face when using social media, 7 serious business and legal risks of B2B social media marketing and Top four social media risks for business in the following links Top five risks companies face when using social media http://techxb.com/top-five-risks-companies-face-when-using-social-media 7 serious business and legal risks of B2B social media marketing http://blog.hubspot.com/insiders/legal-risks-of-social-media-marketing 	Completed Coursework	Private study – for each risk that the students identified with in lesson get them to come up with solutions on how a company can overcome them. They can use their findings and create a PowerPoint Presentation	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

			<p>Top four social media risks for business</p> <p>www.itbusinessedge.com/slideshows/show.aspx?c=81031</p> <ul style="list-style-type: none"> • Small-group activity: Learners research specific examples of business social media 'disasters' and prepare to report back. • Tutor-led discussion: Groups present their findings and discuss why the problems occurred and how they could have been avoided. • Plenary: Initiate a discussion entitled 'Social media – is there anywhere to hide?' Summarise the lesson and use Q&A to establish learners' understanding. 			
49 - 53	Completion of learning aim A	How to present my findings!?	<ul style="list-style-type: none"> • Lead-in: Give an overview of what has been covered in learning aim A. • Knowledge quiz: Organise an informal quiz, covering topics in learning aim A. Learners can self-mark the answers. • Assignment writing: Learners work on the mock assessment (further work will be needed on this outside of the classroom). • Plenary: Use Q&A on the mock assessment to establish where learners may need further support. 	Completed Coursework	<p>Homework – Provide learners with the following keywords, that will be useful for them to add in their coursework – students are to research the meanings ready for the next lesson:</p> <p>Brand Demographics Keywords Direct advertising Indirect advertising Viral Malware Denial-of-service</p>	<p>Lit Social So8 C3 Sp2 Sp5</p>

54 - 58	<p>Assignment 1 (learning aim A)</p> <p>C5 Skills, knowledge and behaviours Planning and recording.</p> <p>C5 Skills, knowledge and behaviours Reviewing and responding to outcomes, including the use of feedback from others</p>	How to present my findings!?	<ul style="list-style-type: none"> • Tutor-led discussion: Give learners feedback on the mock assessment for learning aim A • Revision session: Revise learning aim A topics. Remind learners about any issues faced in the mock assessment. • Tutor presentation: Introduce the live assessment for learning aim A. • Independent learning activity: Learners should think about their work schedule for the live assessment, setting out when they plan to complete each part of the assessment. • Plenary: use Q&A on the live assessment to establish learners' understanding and address any concerns they may have. 	<p>A.P1 Explain the different ways in which a business can use social media</p> <p>A.P2 Explain the audience profiles of different social media websites</p> <p>A.M1 Assess the different ways in which a business can use social media to attract a target audience</p> <p>A.D1 Evaluate the business use of social media to interact with customers and promote products or services to a target audience.</p> <p>Completed Coursework</p>	Private study Lesson – research different social media sites, make a list of their features and who their target audience	Lit Social So8 C3 Sp2 Sp5
Christmas – End of term						
59 – 60	<p>B1 Social media planning processes</p> <p>C5 Skills, knowledge and behaviours Media and communication skills.</p>	How to present my findings!?	<ul style="list-style-type: none"> • Lead-in: Give an overview of learning aim B. • Tutor presentation: Cover the processes listed in topic B1 (specific requirements of a business, content planning and publishing, developing online communities and enforcing social media policies). • Small-group activity: Using a variety of scenarios, learners take 	Completed Coursework		Lit Social So8 C3 Sp2 Sp5

			<p>turns to be the client and social media developer, discussing requirements for using social media.</p> <ul style="list-style-type: none"> • Tutor-led discussion: Groups present their findings to the class and discuss them. 			
	<p>B2 Business requirements – Establishing timescales and responsibilities for the use of social media within a business.</p> <p>B2 Business requirements Identifying criteria for measuring the successful use of social media within a business.</p> <p>C5 Skills, knowledge and behaviours Media and communication skills</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Recap the previous lesson • Tutor presentation: Explain the importance of working with a client to agree timescales and responsibilities for the use of social media in a business. Also explain how social media developers need to identify criteria for measuring the success of using social media in a business. See links: Importance of meeting customer expectations (and how to meet them), Why it's important to manage client expectations (and how to do it) and 6 tips to managing client expectations in the following links www.unitiv.com/intelligent-help-desk-blog/bid/80165/The-Importance-of-Meeting-Customer-Expectations-And-How-to-Meet-Them Why it's important to manage client expectations (and how to do it) www.melyssagriffin.com/manage-client-expectations/ 6 tips to managing client expectations 	Completed Coursework	Private study lesson – Students to Research Search Engine Optimisation – what can businesses do to increase theirs?	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

			<p>www.inc.com/michael-olquin/6-tips-to-managing-client-expectations.html</p> <ul style="list-style-type: none"> • Small-group activity: Using a variety of scenarios learners work on the success criteria and timescales for their planning project. • Tutor-led discussion: Groups present their findings to the class and discuss them. • Plenary: Summarise the lesson and use Q&A to establish learners' understanding. 			
	<p>B2 Business requirements Selection of social media websites to use by matching site profiles to requirements.</p> <p>B2 Business requirements Identifying targets for the use of social media, number of followers, 'likes' and 'shares'.</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Recap on previous lesson. • Tutor presentation: Explain the process of selecting social media sites to match the target audience of the product or business and of identifying targets for the social media campaign. • Independent learning activity: Learners use case study material to identify and justify their choice of target audience and social media websites. • Tutor-led discussion: Groups present their findings to the class and discuss them. • Plenary: Ask learners to discuss the statement – 'If your product is good, you don't need marketing'. Summarise the lesson and use Q&A to establish learners' understanding. 	Completed Coursework		<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

<p>B3 Content planning and publishing Identifying a target audience.</p> <p>B3 Content planning and publishing Linking type of content to target audience to ensure it is engaging.</p> <p>C5 Skills, knowledge and behaviours Media and communication skills.</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Discuss the question – ‘How hard is it to think of engaging content?’ • Tutor-led discussion: Introduce learners to the part of the planning phase where they need to develop suitable content for a social media campaign. <p>Small-group activity: Using a variety of different scenarios (different businesses, products etc) learners research suitable types of content and agree an appropriate target audience. See link: 26 tips to create a strong social media content strategy in the following link www.socialmediaexaminer.com/26-tips-to-create-a-strong-social-media-content-strategy/</p> <ul style="list-style-type: none"> • Tutor-led discussion: Learners share their feedback on the activity and discuss their target audience choices. • Plenary: Summarise the lesson and use Q&A to establish learners’ understanding. 	<p>Completed Coursework</p>	<p>Private study lesson – Prepare a information sheet that gives tips on how to create a strong social media content</p>	<p>Lit Social So8 C3 Sp2 Sp5</p>
<p>B3 Content planning and publishing – Researching keywords and creating keyword strategies to help users identify content.</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Ask learners how they would describe a business in three or four words. • Tutor-led practical demonstration: Explain how to use Google Adwords to research keywords. Show learners how to create keyword strategies to help users identify content. See video 	<p>Completed Coursework</p>		<p>Lit Social So8 C3 Sp2 Sp5</p>

			<p>link: Complete Google Adwords Tutorial 2016 in the following link www.youtube.com/watch?v=zhSnj3jR_6c</p> <ul style="list-style-type: none"> • Small-group activity: Learners use Google Adwords to develop their own keyword list for the project campaign and adjust their content text accordingly. • Plenary: Learners share any tips or issues encountered during the activity. Summarise the lesson and use Q&A to establish learners' understanding. 			
	<p>B3 Content planning and publishing</p> <p>Researching the best time to publish content and creating a publishing schedule.</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Ask learners how often they think you should post content. • Tutor presentation: Explain how to create a posting schedule. Cover/recap type of content, frequency, days and times of posting. See link: How to schedule social media content for next week, next month and next year in the following link https://blog.bufferapp.com/schedule-social-media-content-plan • Small-group activity: Learners create content posting schedules for a variety of different scenarios. • Tutor-led discussion: Learners present their publishing schedules and discuss ways in which they could improve them. • Plenary: Summarise the lesson and use Q&A to establish learners' understanding. 	Completed Coursework	Private Study Lesson – Complete the 'Reflect' activity on page 205 of the BTEC book	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

Half Term

	<p>B3 Content planning and publishing Researching the best time to publish content and creating a publishing schedule.</p> <p>C5 Skills, knowledge and behaviours Media and communication skills.</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Ask learners how often they think you should post content. • Tutor presentation: Explain how to create a posting schedule. Cover/recap type of content, frequency, days and times of posting. See link: How to schedule social media content for next week, next month and next year in the following link https://blog.bufferapp.com/schedule-social-media-content-plan • Small-group activity: Learners create content posting schedules for a variety of different scenarios. • Tutor-led discussion: Learners present their publishing schedules and discuss ways in which they could improve them. • Plenary: Summarise the lesson and use Q&A to establish learners' understanding. 	<p>Completed Coursework</p>		<p>Lit Social So8 C3 Sp2 Sp5</p>
	<p>B4 Developing an online community</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Recap the learning aim A activity on choosing a favourite social media campaign (see lesson 8). • Tutor-led discussion: Explain how to work with a client to make content engaging and encourage online community building. Cover the use of promotional techniques (eg requesting feedback, surveys, special offers or initiatives and creating links between social media 	<p>Completed Coursework</p>	<p>Private study lesson – Students to complete the reflect activity on page 209 of the BTEC book</p>	<p>Lit Social So8 C3 Sp2 Sp5</p>

			<p>websites and the business website) and how to monitor and respond to users. See link: 12 keys to building your online community in the following link www.therisetothetop.com/davids-blog/12-keys-building-online-community/</p> <ul style="list-style-type: none"> • Small-group activity: Using the points above, learners do further work on the posting schedules created in the previous lesson by including activities to help develop an online community. • Plenary: Learners share their feedback from the activity. Summarise the lesson and use Q&A to establish learners' understanding. 			
	<p>B5 Developing a social media policy C5 Skills, knowledge and behaviours Media and communication skills</p>	<p>How to present my findings!?</p>	<ul style="list-style-type: none"> • Lead-in: Ask learners why policies are needed generally. • Tutor presentation: Explain the purpose and typical content of a social media policy for a business, including real life examples. Talk about the importance of the business philosophy, promoting honesty and respect in the content posted, ensuring confidentiality, how to deal with security issues, how to separate business and personal content, and legal and ethical considerations. <p>Small-group activity: Learners research social media policies from different companies, identify key features and prepare an outline</p>	Completed Coursework		<p>Lit Social So8 C3 Sp2 Sp5</p>

			<p>policy, including the best features from the examples. See link: 5 Terrific examples of company social media policies in the following link http://blog.hirerabbit.com/5-terrific-examples-of-company-social-media-policies/</p> <ul style="list-style-type: none"> • Tutor-led discussion: Learners explain the policies they have drafted and discuss ways in which they could improve them. • Plenary: Ask learners to discuss the question – ‘Does anyone ever read a social media policy?’ Summarise the lesson and use Q&A to establish learners’ understanding. 			
	B6 Reviewing and refining plans	How to present my findings!? Evaluation section	<ul style="list-style-type: none"> • Lead-in: Introduce the importance of the review process to improve the quality, effectiveness and appropriateness of their plans. Explain that this includes collating feedback from the client and potential users, communicating with the client, scheduling and documenting meetings, reviewing timescales as necessary and refining ideas • Small-group activity: Learners prepare to present the posting schedules they have been working on ready for a review panel (made up of other tutors, employers, social media users etc.) • Plenary: Review the progress learners have made on their presentations. Remind them that 	<p>B.P3 Produce a plan to use social media in a business to meet its business requirements.</p> <p>B.P4 Review the plan with others in order to identify and inform improvements.</p> <p>B.M2 Justify planning decisions made, showing how the plan will fulfil its purpose and</p>	<p>Private Study Lesson – Students to complete the Case study activity on page 214 of the BTEC book</p>	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

			<p>they will be giving their presentations in the next lesson. Use Q&A to resolve any issues relating to the presentations. Learners should complete the preparation work as homework if required.</p>	<p>business requirements</p> <p>BC. D2 Evaluate the plan and use of social media in a business requirement</p> <p>BC. D3 Demonstrate individual responsibility, creativity, and effective self-management in the planning and use of social media in a business context</p> <p>Completed Coursework</p>		
	<p>C1 Creating accounts and profiles</p>	<p>How to present my findings!? What accounts do I need to create?</p>	<ul style="list-style-type: none"> • Lead-in: Discuss the importance of having a business profile. <p>Tutor presentation: Explain the importance of consistency and 'house style' across a business's media. Talk about customising and configuring a business profile, including privacy settings, colour schemes, images, text and other assets relating to branding. Explain how to set up social media accounts for the project, including signing up, creating and administering an account. See link: Why many firms underestimate the importance of house style in the following link</p>	<p>Completed Coursework</p>		<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

			<p>http://businessoflaw.lexisnexis.co.uk/why-many-firms-underestimate-the-importance-of-house-style/</p> <ul style="list-style-type: none"> • Small-group activity: Using a range of specific case study businesses, learners create a house style for the business they select and set up social media accounts and profiles for the business. • Plenary: Learners share any tips or issues encountered during the activity. Summarise the lesson and use Q&A to establish learners' understanding. 			
	<p>C2 Content creation and publication Carry out research in order to produce engaging content for the intended target audience.</p> <p>C2 Content creation and publication Produce, publish and manage content.</p> <p>C2 Content creation and publication Improve visibility of published content.</p>	<p>How to present my findings!? What accounts do I need to create?</p>	<ul style="list-style-type: none"> • Lead-in: Recap what you have covered on creating engaging content. Emphasise the importance of doing research to produce engaging content for a target audience. • Tutor-led discussion: Explain how the simulated social media campaign project will work in terms of producing, publishing and managing content. Explain the ground rules for working with social media sites. • Small-group activity: Learners create and post content, drawing on what they have learnt in the unit and following the plan they put together in lessons 20–21. • Tutor-led discussion: Facilitate a discussion about how to improve the visibility of posts and encourage audience participation (eg by using 	Completed Coursework	Private Study Lesson – Students to complete the 'Research Activity' on Page 208 of the BTEC book	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

	<p>C2 Content creation and publication – Methods to encourage audience interaction</p>		<p>images, phrasing text in a particular way, timing posts to coincide with when followers are online).</p> <ul style="list-style-type: none"> • Plenary: Learners share any tips or issues encountered during the activity. Summarise the lesson and use Q&A to establish learners' understanding. 			
	<p>C3 Implementation of online community building Implementation of an online community building strategy.</p> <p>C3 Implementation of online community building Monitoring and responding to comments, importance of prompt responses.</p>	<p>How to present my findings!? What accounts do I need to create?</p>	<ul style="list-style-type: none"> • Lead-in: Recap progress so far on the project. • Tutor-led discussion: Explain how the simulated online community building will work, with groups playing the role of 'users' for other groups. Cover the points listed in topic C3.1. Identify the ground rules for interaction. Also emphasise the importance of monitoring and responding promptly to comments – outline a tool that can help learners do this. • Small-group activity: Learners take turns to contribute to community building activities, acting as users and social media developers. • Tutor-led discussion: Share feedback on the community building exercise – what went well and what could be improved further? • Plenary: Discuss the kinds of post that do and do not encourage community building. Summarise 	<p>C.P5 Produce business-related content using appropriate features of social media which meet the requirements of the plan</p> <p>C.P6 Review data obtained on social media usage and interaction</p> <p>C.M3 Optimise the content, format and features of social media which meet the requirements of the plan</p> <p>BC. D2 Evaluate the plan and use of social media in</p>		<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

			the lesson and use Q&A to establish learners' understanding.	a business requirement BC. D3 Demonstrate individual responsibility, creativity, and effective self-management in the planning and use of social media in a business context		
	<p>C4 Data gathering and analysis Identifying interaction relating to individual posts. C4 Data gathering and analysis Identifying audience profiles. C4 Data gathering and analysis Monitoring number of 'likes' and 'shares'.</p>		<ul style="list-style-type: none"> • Lead-in: Ask learners 'What can data gathering tell you?' • Tutor-led practical demonstration: Set up and use social media analysis tools such as Facebook Insights, Twitter Analytics, Google Analytics and TweetReach. • Small-group activity: Learners use analysis tools to investigate the effectiveness of posts and the degree of interaction relating to individual posts, the overall audience profile and to monitor the number of 'likes' and 'shares', etc. See links: Effective social media analytics and Social media analytics for dummies: A tutorial in the following links: Effective social media analytics www.theguardian.com/technology/2013/jun/10/effective-social-media-analytics and 	Completed Coursework	Private Study – Students to complete the 'Research Activity' on page 201 of the BTEC book	Lit Social So8 C3 Sp2 Sp5

			<p>Social media analytics for dummies: A tutorial https://blog.loginradius.com/2015/07/social-media-analytics/</p> <ul style="list-style-type: none"> • Tutor-led discussion: Learners share their feedback on the different analysis tools – what worked well and what did not? • Plenary: Talk about how realistic the data is since it is based on a simulated activity. Summarise the lesson and use Q&A to establish learners' understanding. 			
	<p>C4 Data gathering and analysis</p> <p>Comparison of intended target audience versus actual audience</p> <p>Identification of posts and types of content which create the highest levels of interaction</p>		<ul style="list-style-type: none"> • Lead-in: Ask learners what encourages them to interact with a social media post. • Small-group activity: Learners should use analysis tools to identify the posts and types of content that create the highest levels of interaction and compare their intended target audience against their actual audience. Learners should then consider how their posting plans could be modified in the light of the analysis data. <p>Plenary: Discuss whether other methods of promotion give data on how effective postings are. Summarise the lesson and use Q&A to establish learners' understanding.</p>	Completed coursework		<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

	<p>C4 Data gathering and analysis</p> <p>Identifying numbers of users who 'click through'.</p>		<ul style="list-style-type: none"> • Lead-in: Discuss social media and its relation to e-commerce. • Tutor presentation: Explain the relationship between e-commerce and social media, and the topic of web site analysis. See link: The relationship between ecommerce and social media in the following link http://blog.veeqo.com/the-relationship-between-ecommerce-and-social-media/ • Tutor-led practical demonstration: Setting up and using Google Analytics (or similar tool). • Small-group activity: Learners use analysis tools to look at the relation between their social media sites and the blog style web site set up in lesson 30. • Plenary: Learners share their feedback on the activity. Summarise the lesson and use Q&A to establish learners' understanding. 	Completed coursework	Private Study – Students to produce a written piece of work where they discuss importance of web site analysis.	Lit Social So8 C3 Sp2 Sp5
	<p>C5 Skills, knowledge and behaviours</p> <p>Reviewing and responding to outcomes, including the use of feedback from others.</p> <p>C5 Skills, knowledge and</p>		<ul style="list-style-type: none"> • Lead-in: Ask learners how the project has gone. • Tutor-led discussion: Learners share feedback on the social media campaign project. Ask each group to list three or four things that went well and three or four that did not go as well. Discuss with learners how they would do things differently in future. 	Completed coursework		Lit Social So8 C3 Sp2 Sp5

	behaviours Evaluating targets to obtain insights into own performance.		<ul style="list-style-type: none"> • Plenary: Remind learners how to apply what they have learnt to the live assessment. 			
	Learning aims A–C		<ul style="list-style-type: none"> • Lead-in: Give an overview of what has been covered in learning aims A–C. • Knowledge quiz: Organise an informal quiz, covering topics in learning aims A–C. Learners can self-mark the answers. • Tutor presentation: Summarise the key points in the unit. • Plenary: Have a Q&A session on any areas where learners need support. 	Completed coursework	Private Study Lesson – Students to prepare a written piece of work where they discuss the 'Pause Point' on page 215 of the BTEC book	Lit Social So8 C3 Sp2 Sp5
	Mock assignment 2, part 2 (learning aims B–C) C5 Skills, knowledge and behaviours – Media and communication skills.		<ul style="list-style-type: none"> • Tutor presentation: Introduce the mock assessment. • Assignment writing: Complete the mock assignment (further work will be needed on this outside of the classroom). • Plenary: Use Q&A on the mock assessment. 	Completed coursework		Lit Social So8 Sp2 Sp5
	Assignment 2 (learning aims B and C) C5 Skills, knowledge and behaviours –		<ul style="list-style-type: none"> • Tutor-led discussion: Give feedback on mock assessment for learning aims B and C. • Revision session: Revise learning aim B and C topics. Remind learners about any issues they 	Completed coursework		Lit Social So8 Sp2 Sp5

	Planning and recording.		<p>found challenging in the mock assessments.</p> <ul style="list-style-type: none"> • Tutor presentation: Introduce the brief for assignment 2. • Independent learning activity: Learners should complete their work schedule plan for the live assessment, setting out when they plan to complete each part of the assessment • Plenary: Use Q&A to establish learners' understanding and address any concerns they may have. 			
	Assignment 2 (learning aims B and C)		<ul style="list-style-type: none"> • Assignment writing: Complete assignment 2. 	Completed coursework		Lit Social

Year Group: 13
Specification: BTEC LEVEL 3 Information Technology – Unit 6 Unit 6 Website Development (this is to start in year 12 as soon as students have completed IT exams)

1 - 4	A1 Purpose and principles of website products	What makes a good website	<ul style="list-style-type: none"> • Lead-in: Introduce the learner's the unit and Learning Aim A • Tutor-led discussion: Ask the learners what they think makes a good website. Explain what the Principles of website design are • Independent learning activity: Looking at sample websites (provided by the teacher, and see if these websites contain/have the principles of website design – • Plenary: Learners to list what of the principles each website have/if any? 	<p>A.P1 Compare the principles of website design used in two websites, including their suitability for the intended audience and intended purpose.</p> <p>Completed Coursework</p>	Homework – Students to complete Skills for Learning Activity Sheet 1	Lit Social So8 C3 Sp2 Sp5
5 - 9	A1 Purpose and principles of website products	What makes a good website	<ul style="list-style-type: none"> • Lead-in: Discuss Principles of Website Design – see what students can remember from the previous session. • Tutor-led discussion: Explain the outline of P1 – students to look at one website and see if the website contains the principles of website design – students to write about the different aspects of the design (this is listed in the specification criteria) • Independent learning activity: Finding a website that they wish to write about students have to look at the website and see what principles of website design have been used – usability, media, creativity etc • Plenary: Learners to write about the purpose of the website and the design features 	<p>A.P1 Compare the principles of website design used in two websites, including their suitability for the intended audience and intended purpose.</p>	<p>Private Study Lesson – Students to Create a document to collate Keywords that you come across in this Unit – The students need to research a set of Keywords and add the definitions (this needs to be done in their own words)</p> <p>Keywords: Hypertext Alexa Traffic Rank Serif Sans Serif</p>	Lit Social So8 C3 Sp2 Sp5

9 - 13	A1 Purpose and principles of website products	What makes a good website	<ul style="list-style-type: none"> • Lead-in: Discuss Principles of Website Design – see what students can remember from the previous session. • Tutor-led discussion: Explain the outline of P1 – students to look at another website and see if the website contains the principles of website design – students to write about the different aspects of the design (this is listed in the specification criteria) • Independent learning activity: Finding a website that they wish to write about students have to look at the website and see what principles of website design have been used – usability, media, creativity etc <p>Plenary: Learners to write about the purpose of the website and the design features</p>	A.P1 Compare the principles of website design used in two websites, including their suitability for the intended audience and intended purpose.	<p>Homework – Students to complete Skills for Learning Activity sheet 2</p> <p>Research the following keywords write the description in your Keyword document:</p> <ul style="list-style-type: none"> • Applet • Aesthetically pleasing • Ratio • <head> 	Lit Social So8 C3 Sp2 Sp5
14 - 18	A2 Factors affecting website performance		<ul style="list-style-type: none"> • Lead-in: Discuss what the word 'Analyse' means and how it can be used in context of the assignment. • Tutor-led discussion: To discuss what is 'Browser compliance', 'Server-side factors' & 'Client-side factors' • Paired activity: Students to work in pair discussing and finding out information regarding the terms discussed. 	A.M1 Analyse how the principles of website design are used to produce creative, high-performance websites that meet client requirements.	Private Study Lesson – Research the following and provide a written response – The internet and paper-based documents are both good sources of information. What other sources can you identify? How	Lit Social So8 C3 Sp2 Sp5

			<ul style="list-style-type: none"> • Independent learning activity: Learners are then to apply the new found knowledge to their assignment, looking at both websites and commenting on each with regards to the above criteria. 		reliable are these sources?	
19 - 23	A2 Factors affecting website performance	What makes a good website	<ul style="list-style-type: none"> • Lead-in: discuss 'Evaluation' and how this would apply to the assignment. • Tutor-led discussion: Tutor to discuss how the students should complete an evaluation of the two websites that they have been writing about. • Independent learning activity: Completion of the evaluation to the required standard 	A.D1 Evaluate how the principles of website design are used to produce creative, high-performance websites which that client requirements	<p>Homework – Students to complete Skills for Learning Activity sheet 3</p> <p>Research – find examples of where the golden ratio of 1.62 appears within science (including astronomy) art (including painting), architecture and nature.</p>	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>
24 - 28	B1 Website design	What steps do you need to follow in order to create a website?	<ul style="list-style-type: none"> • Lead-in: Ask students how they think they would go about creating a website. • Tutor-led discussion: Discuss ideas around where you would start when designing and creating a website. • Paired activity: In pairs think about how you would go about creating a website for a client - constraints, benefits, nature of interactivity, complexity of the website • Independent learning activity: Look at assignment brief and see 	B.P2 Produce designs for a website that meets client requirements	Private Study Lesson – Carry out research into quantum computing. What implications will quantum computing have for the way we buy and sell products and services online?	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

			what the requirements of the 'client' are. From this link back to the principles of website design and begin to think about how this will impact the design, what needs to be taken in to account when beginning to design the website			
End of Summer Term						
29 - 33	B1 Website design	What steps do you need to follow in order to create a website?	<ul style="list-style-type: none"> • Lead-in: Recap on previous sessions, on the constraints, benefits, nature of interactivity and complexity of website designs • Independent learning activity: Continue with assignment, Understanding the steps involved in developing a design for a client website. Understand the problem to be solved. What constraints are there? The complexity of the website. • Plenary: 	B.P2 Produce designs for a website that meets client requirements	<p>Homework – Students to complete Skills for Learning Activity sheet 4 & 5</p> <p>Research the following keywords and add them to their Keyword list:</p> <ul style="list-style-type: none"> • Compression • Goes live – what does this mean • Interactive website • Transport Layer Security (TLS) 	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>
33 - 37	B1 Website design	What is Search Engine Optimisation – and how is it used effectively?	<ul style="list-style-type: none"> • Tutor-led discussion: Go through the website design proposal. Discuss Search Engine Optimisation – and different compatibilities with websites to mobile/tablets as well as computers • Independent learning activity: Create initial design 	B.P3 Review the website design proposals with others to identify and inform improvements.	<p>Private study lesson – Students to carry on how typography is connected to disabilities such as dyslexia. When building a website, what font would you use and why? Consider what else you could do as a</p>	<p>Lit</p> <p>Social</p> <p>So8</p> <p>C3</p> <p>Sp2</p> <p>Sp5</p>

			ideas/prototypes. Mood boards, wireframe, site maps to be created.		website developer to ensure that all users can access your website regardless of disability? Research the theories behind different fonts and dyslexia?	
38 - 42	B1 Website design	Why is the Copyright, Designs and Patents Act and the Data Protection Act important to consider when creating a website?	<ul style="list-style-type: none"> • Lead-in: Lead a group discussion on what the following diagrammatic illustrations are: Mood boards, Storyboards, Wireframe and a Site Map – to ensure that the previous lesson’s points have been met. • Tutor-led discussion: Discuss aspects of law that need to be considered when creating a website, such as Copyright, Designs and Patents Act 1988 and the Data Protection Act 1998. • Independent learning activity: To continue to work on the assignment 	B.M2 Justify the design decisions, explaining how they will meet the user's needs and be fit for purpose.	<p>Homework – Students to complete Skills for Learning Activity sheet 6 & 7</p> <p>Research the following keywords and add them to their Keyword list:</p> <ul style="list-style-type: none"> • Attributes • Algorithm • Quantitative questioning • Qualitative questioning 	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>
43 - 47	B2 Common tools and techniques used to produce websites	What suitable tools to use to meet the requirements of the client?	<ul style="list-style-type: none"> • Lead-in: Lead a group discussion on the common tools and techniques used when creating a website. • Tutor-led discussion: Create list on the whiteboard, with students’ input. Discuss ideas as you go, this will give the students a good overview of the tools and techniques. 	Assignment work	<p>Private Study Lesson – Research the differences between fibre to the home (FTTH) and fibre to the building (FTTB). How do these technologies work? What advantages</p>	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

			<ul style="list-style-type: none"> • Independent learning activity: Students to use the information generated on the whiteboard to help them with their designs • Plenary – Consolidate the lesson with a brief recap of the learning objectives 		and disadvantages of each?	
48 - 52	C: Develop a website to meet client requirements C1 Client-side scripting languages		<ul style="list-style-type: none"> • Lead-in: Recap on the previous session – tools and techniques of website design. • Tutor-led discussion: On client-side scripting, other types of web-scripting such as JavaScript – show differences between the different languages • Independent learning activity: Students to put the knowledge in to the assignment 	C.P4 Produce a website for an intended audience and purpose	<p>Homework – Students to complete Skills for Learning Activity sheet 8 & 9</p> <p>Research the following keywords and add them to their Keyword list:</p> <ul style="list-style-type: none"> • World Wide Web Consortium (W3C) • Plug-in • Validation • Syntax 	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>
53 - 57	C1 Client-side scripting languages		<ul style="list-style-type: none"> • Lead-in: Recap on the previous session. • Tutor-led discussion: Discuss what functions should be tested, in a test plan • Independent learning activity: Create a test plan, carry out the test on the website that they have created. 	C.P5 Test the website for functionality, compatibility and usability.	<p>Private Study Lesson – Research the terms server-side and client-side scripting. What is the difference between the two techniques? Draw a diagram that represents how these two techniques work. Look back at</p>	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>

					Factors affecting website performance to get you started.	
58 - 62	C1 Client-side scripting languages	What question to be included in a questionnaire ?	<ul style="list-style-type: none"> • Lead-in: Discuss questionnaires, discuss what would need to be included. • Tutor-led discussion: Group discussion on what questions should be included on a questionnaire that is reviewing the website. • Independent learning activity: Students to create a questionnaire as part of the testing of the website for its functionality. • Plenary: Group discussion on questions that they have included in theirs – students can share ideas 	C.P6 Review the extent to which the website meets client requirements	<p>Homework – Students to complete Skills for Learning Activity sheet 10 & 11</p> <p>Research the following keywords and add them to their Keyword list:</p> <ul style="list-style-type: none"> • Dot Operator • Array • Object • Responsive Web Design (RWD) 	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>
63 - 67	C2 Website development	How can students optimise the website to meet the client's requirement?	<ul style="list-style-type: none"> • Lead-in: Recap on previous lesson on questionnaires • Independent learning activity: Reflect on feedback from completed questionnaires. Are there any changes to be made to the website? Does it meet the client's requirements? • Plenary: Get students to think about how they would carry out an evaluation on the designs of the website 	C.M3 Optimise a website to meet client requirements	<p>Private Study Lesson – Research what are the components involved in server-side scripting? Research, compare and contrast 'PHP' with 'ASP'. Which do you believe is best suited for server-side processing?</p>	<p>Lit</p> <p>Social</p> <p>So8 C3 Sp2 Sp5</p>
68 - 72	C3 Website review		<ul style="list-style-type: none"> • Lead-in: Recap on how to carry out an evaluation on the designs of their websites, recap on the legislation governing website designs 	BC.D2 Evaluate the design and optimised website against client requirements.	<p>Homework – Students to complete Skills for Learning Activity sheet 12 & 13</p>	<p>Lit</p> <p>Social</p> <p>So8</p>

			<ul style="list-style-type: none"> • Independent learning activity: Compare the website that they have created and with another similar website – note the comparisons – check the website is suitable – does it meet the requirements set out by the client – does the website include search engine optimisation? Does the website adhere to the governing legislation. 	BC.D3 Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.	<p>Research the following keywords and add them to their Keyword list:</p> <ul style="list-style-type: none"> • Pixel perfect • Brand • Demographics • Direct advertising • Indirect advertising 	C3 Sp2 Sp5
73 - 77	C3 Website review	Does the website meet the client requirements ?	<ul style="list-style-type: none"> • Lead-in: Recap on how to carry out an evaluation on the designs of their websites, recap on the legislation governing website designs • Independent learning activity: Compare the website that they have created and with another similar website – note the comparisons – check the website is suitable – does it meet the requirements set out by the client – does the website include search engine optimisation? Does the website adhere to the governing legislation? 	BC.D2 Evaluate the design and optimised website against client requirements. BC.D3 Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.	Private Study Lesson – Research the differences between HTML 4.01 and HTML5. What are the new tags which have been brought in, which have been removed and what are the other differences? What do you feel the challenges are of using HTML5?	Lit Social So8 C3 Sp2 Sp5
78 - 82	C5 Skills, knowledge and behaviours	How to respond effectively to feedback on the designs	<ul style="list-style-type: none"> • Lead-in: Discuss how to evaluate, how to respond to feedback from others • Tutor-led discussion: Lead the students in a discussion about the importance of planning effectively, completing tasks in an appropriate timescale. Discuss how to use the 	BC.D2 Evaluate the design and optimised website against client requirements. BC.D3 Demonstrate individual responsibility, creativity and		Lit Social So8 C3 Sp2 Sp5

			<p>feedback provided and how to respond effectively and professionally</p> <ul style="list-style-type: none">• Independent learning activity: Finish the evaluation of the website design, within this evaluation they have to explain how they have been creative, what tools and techniques they have used. How they have managed their time effectively to help them complete this task. Most importantly they have to discuss and evaluate whether they have met the design brief from the client's requirements.	<p>effective self-management in the design, development and review of a website.</p>		
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