



T LEVEL

*Technical Qualification in
Digital Production, Design
and Development*

Grade Standard Exemplification Materials

Summer 2022

Occupational Specialism:

Digital Production, Design and Development

Pass

Version 1.0

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Pearson

Digital Production, Design and Development

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NOTE: These Grade Standard Exemplification Materials are based on the 2022 summer assessment series, during which Ofqual asked awarding organisations' awarding committees to award more generously given the context of the pandemic and because these are new qualifications.

Introduction

The assessment for the Digital Occupational Specialism is based around a scenario-based project. The scenario was to develop a digital solution for a tutoring company.

Students completed the assessment in 87 hours of supervised sessions spread over a period covering 14 weeks. The assessment is split into four tasks covering a range of topics. These are summarised below:

Task	Topic	Evidence	Time
1	Analysing the problem and designing a solution	Proposal of the designed solution and a set of design documents	20 hours
2	Developing the solution	Prototype, development documents, test log and code for prototype solution	30 hours
3a	Gathering feedback to inform future development	Plan and report on gathering feedback	15 hours
3b	Evaluating feedback to inform future development	Feedback evaluation report	2 hours

In the assessment for the Digital Production, Design and Development Occupational Specialism scenario, which is completed over several months, four tasks need to be individually completed where the student will demonstrate many of the Pass performance characteristics detailed in the grade descriptors. However, grade threshold performance will demonstrate these characteristics less consistently. Some key aspects of performance include:

- adequately analysing a problem
- solving problems by decomposing, providing virtualisation
- producing simple designs for artefacts that will provide basic functionality
- superficial and limited use of technical language
- limited evaluative processes.

The portfolio selected for this report was assessed at Pass grade. This is the assessed grade of the portfolio as a whole and not the grade of each individual piece of work submitted as part of the portfolio. Comment will be made where the student work does not fully meet the Pass grade descriptors and will suggest the evidence that is not included and should have been included.

Task 1 Activity A (ii)

Student Evidence Review:

The student presented two pieces of work in respect of the task, each task has sub-tasks as follows:

- proposal
- wider issues
- business context
- visual/interface
- algorithm design
- data requirements
- test strategy.

Proposed System

GibJohn could benefit from several features which I plan on including. To aid in gamified learning, I plan to incorporate quizzes as the primary method of learning, these will be multiple choice questions, to simplify the questions for the student whilst also allowing them to develop their problem solving further. I believe this to be the best way of learning as it is simple to understand and is a format highly accessible to all subjects.

I will implement a learning rewards system. I will achieve this by utilizing a points system, points are distributed for correct answers and at point milestones the student will receive account rewards. I have chosen to utilize a points based system, in order to also aid in meeting the requirement of gamified learning, I believe this is also beneficial for helping engage students with learning.

Other content that will available for learning includes links shared by the tutors. The tutors will have the opportunity to share links to external websites for each subject so that learners have extensive access to materials. This meets the client requirement of providing access to digital content to encourage wider learning.

Another way that I will incorporate the client's requests is through the use of supported assessment and monitoring of learner progress, this can be achieved through automated marking of exams, with results being easily displayed to the tutor, with information on which questions were answered correctly or incorrectly as appropriate. This could be useful as it allows the tutor to dedicate more time to the production of useful resources, rather than marking, this includes examples such as quizzes dedicated to topics where marks were lost. This could further the development of student's skills in areas where skillsets may be weaker.

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Non-Functional Requirements

#	Requirement	Priority	Justification
1	The system will have 98% availability	HIGH	This KPI will allow for the system to be available to customers. Otherwise, customers may leave due to lack of access.
2	The system will be secured against SQL injections	MEDIUM	Cybersecurity is an important consideration and SQL injection

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			can be easily prevented by escaping user inputs
3	The system will store hashed passwords	HIGH	Passwords should be secured to mitigate against hackers obtaining them and losing the trust of customers.
4	The system will be accessible	HIGH	The system should be accessible, particularly as GibJohn have customers with accessibility needs, as is clear from the requests.

Functional Requirements

#	Requirement	Priority	Justification
1	The system will allow tutors to create multiple choice quizzes	HIGH	This is High Priority as it is the core method of educating students on the website.
2	The system will allow students to complete multiple choice quizzes	HIGH	This is High Priority as it is the core method of educating students on the website.
3	The system will automatically mark multiple choice quizzes	MEDIUM	This is High Priority as it is the core method of educating students on the website.

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Laws and Regulations

One of the key laws that will affect the project is the Intellectual Property Act, which dictates that materials produced by others should not be used without their expressed permission. As a developer, it can be ensured that this is not broken by only using external creations when it has been approved by the original creator, providing credit when necessary. Aside from this, original assets could be used too. However, it is not the developer's responsibility to police the content that tutors and students share on the platform. Therefore, GibJohn Tutoring will need to formulate their own methods of ensuring compliance.

Also, the Data Protection Act is a key piece of legislation that will impact the project. As the solution will need to store some degree of personal data, as well as passwords, the principles of the law and its mitigations will need to be considered. The implications of not doing this could be catastrophic for the development company as well as GibJohn. Securing the system using hashed passwords, and only collecting information as it is needed will mitigate these risks.

Ethical Considerations

Ethical complications can arise when developing websites for the use of the public. For example, not following the laws, does not only result in legal ramifications but also causes people to question ethics/morals. Providing a good service by maintaining reliability and availability could also be viewed in this light.

The implications of not being ethical can be detrimental to a business. It could result in bad press and an overall negative reputation, resulting in lost sales from existing customers as well as potential future customers.

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The Risk of Doing This

Systems Reliability and Maintainability

The GibJohn Tutoring system will need to achieve high availability. Downtime (or low availability) could result in customers (students) having a negative view of the business, and they could potentially leave to use the services of competitors. Deadlines could be missed by learners, so their academic performance could suffer. This could lead to students being bitter about the service, and negative information spreading via word-of-mouth, resulting in fewer customers in the future. However, all of this can be avoided by ensuring high availability via having effective cyber security measures and choosing a reliable hosting company. The former will be handled by ensuring that SQL strings are escaped in order to prevent SQL injection. The latter is the responsibility of GibJohn following the solution being provided to them.

In addition to this, the system should be maintainable, so that it can be developed upon in the future for extra features and bug fixes, whether this is by the current development company or another. This can be achieved by ensuring that code is high quality and easily read/understood. Methods that I will utilize in order to do this include: code commenting, meaningful and consistent variable/method names and organized file structure.

By performing thorough testing, I can ensure that GibJohn's tutoring system is reliable, and always produces the expected results. In addition to this, validation will be incorporated into the solution to ensure that users are corrected upon entering invalid inputs.

Lead Examiner Commentary:

A reasonable attempt to identify the problems in the scenario:

- solution is organised logically
- should consider clients and users
- the risk associated
- comment on legal aspects.

Appreciation of broader issues in the context

The student has considered broader issues but again needs to relate to the scenario and be less generic, and they should address how to mitigate risk. They do make some good points like SQL injection and consider how to reduce the risk, but what is the actual risk and what impact could this have and the legal issues need to be considered. It is important that the student does not digress and describe or explain what the legislation is. This is time wasted and not applicable if they do not discuss the relevance to the scenario.

Appreciation of the business context

There are well-reasoned functional and non-functional requirements; some are generic but applicable to the scenario. The student has included some content on KPI and user criteria, but this should be related to the scenario.

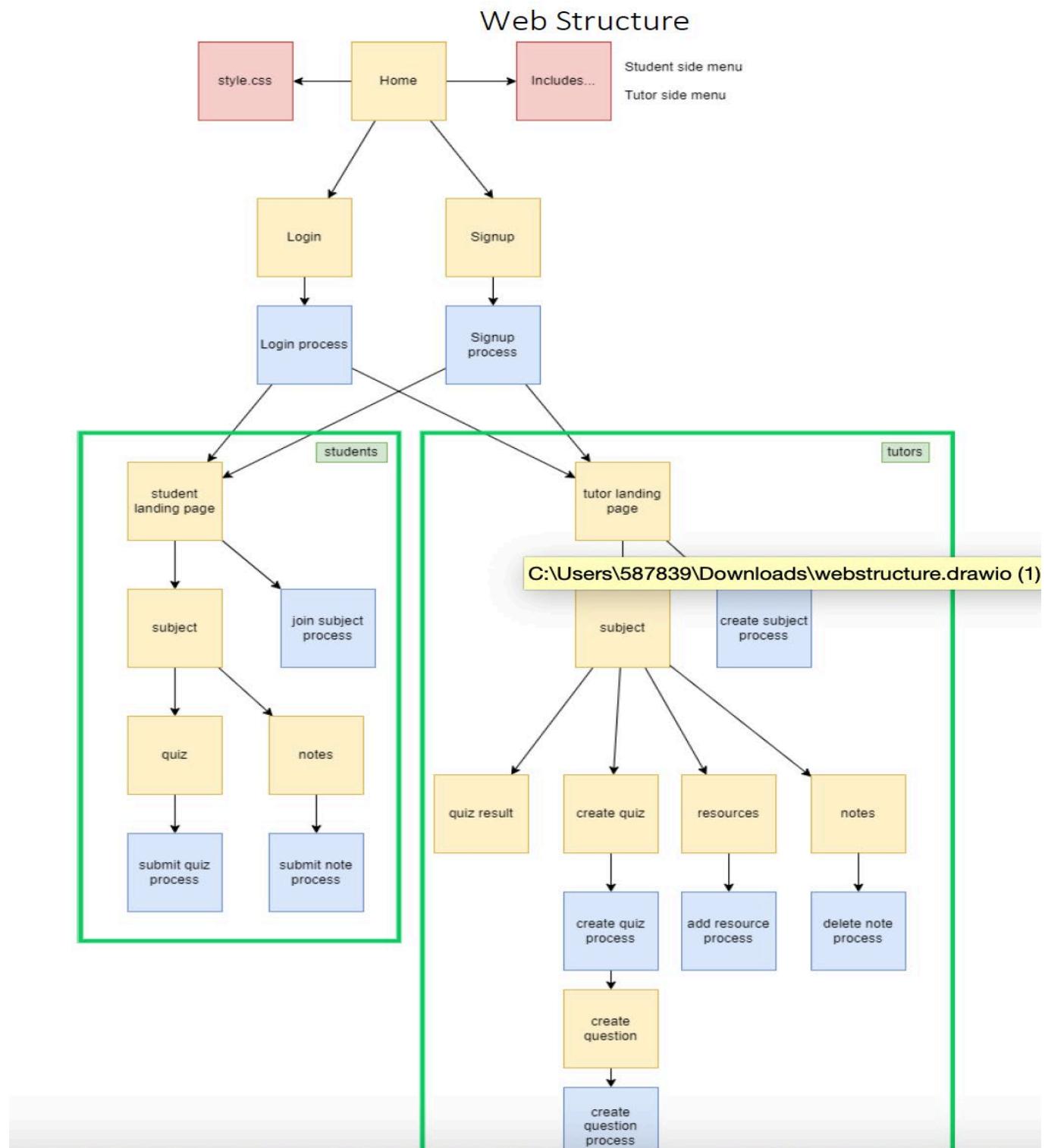
Task 1 Activity B Visual/Interface Design

Student Evidence Review:

In this area, the student needs to demonstrate their understanding by providing reasoned justifications for the approaches used to create the stages of development. The student provides evidence including:

- considerations such as their approach to a solution
- justifications and depth are essential
- security controls
- naming convention
- comprehensive design.

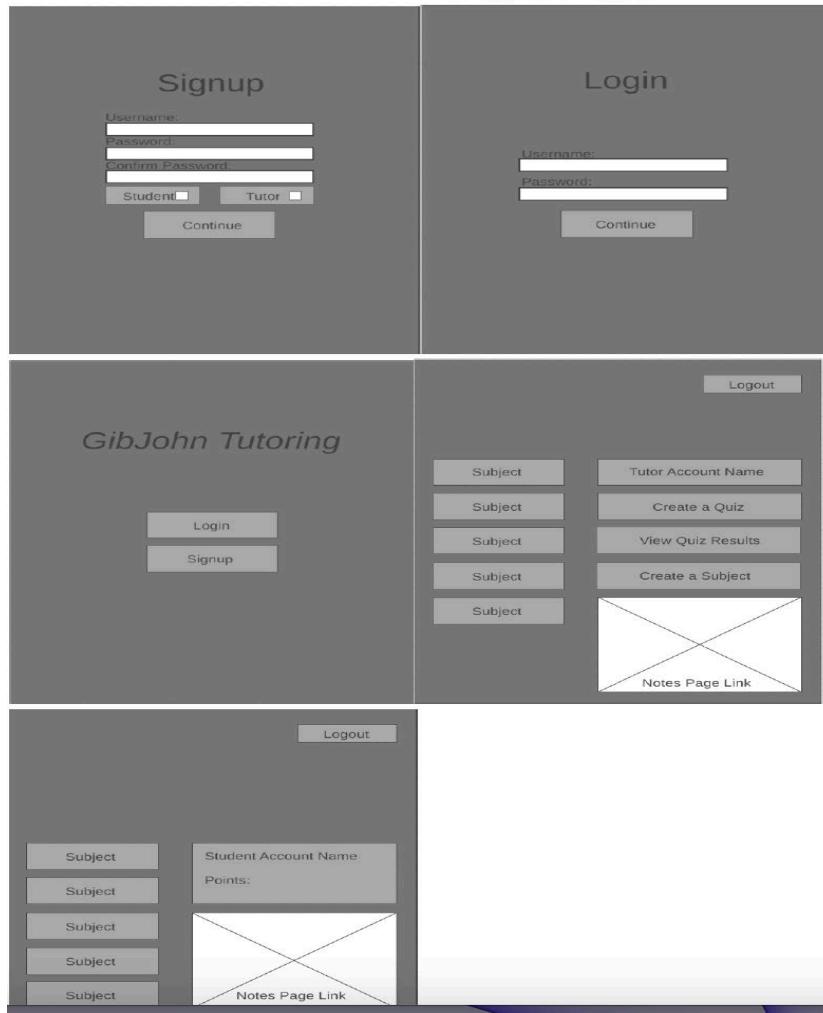
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Login	Allows existing users to Login to their account and be directed to the appropriate landing page, which is secured
Signup	Allows new users to create an account and assign their role (Student or tutor).
Student Landing Page	A secure page for student accounts, contains their subjects that they have joined allows the student to access each subjects individual area. Also contains access to join a subject via a unique code.
Subject	Specific to the subject chosen by the Student, and will contain their access to quizzes and the students note board
Quiz	The area for students to complete quizzes set by tutor
Notes	A public notes page for students to attach sticky notes, to act as an aid to their or others learning
Tutor Landing Page	A secure page that tutor accounts can access, contains the tutors access to specific subjects
Subject	The specific subject area containing quiz results, create a quiz, resources and notes
Quiz Result	Area that allows the tutor to view student results within a specific subject
Create Quiz	Allows the tutor to create quizzes to be accessed by the students
Create Question	For the creation of question to be added to the quiz
Notes	Allows the teacher to view the student note area and delete notes
Resources	Allows the teacher to add links to external resources

Page Designs



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Lead Examiner Commentary:

Effectiveness of the design interface

The student has provided web structure and has shown designs visually. What the student has omitted are the finer details. The design should be detailed enough for a third party to create the artefact knowing the exact positioning of the objects and specific content. Navigation is confusing. There is no indication of contrast, making the content readable and easy for the eye. The student should have considered background colour, text sizes and type.

Task 1 Activity B Algorithm Design

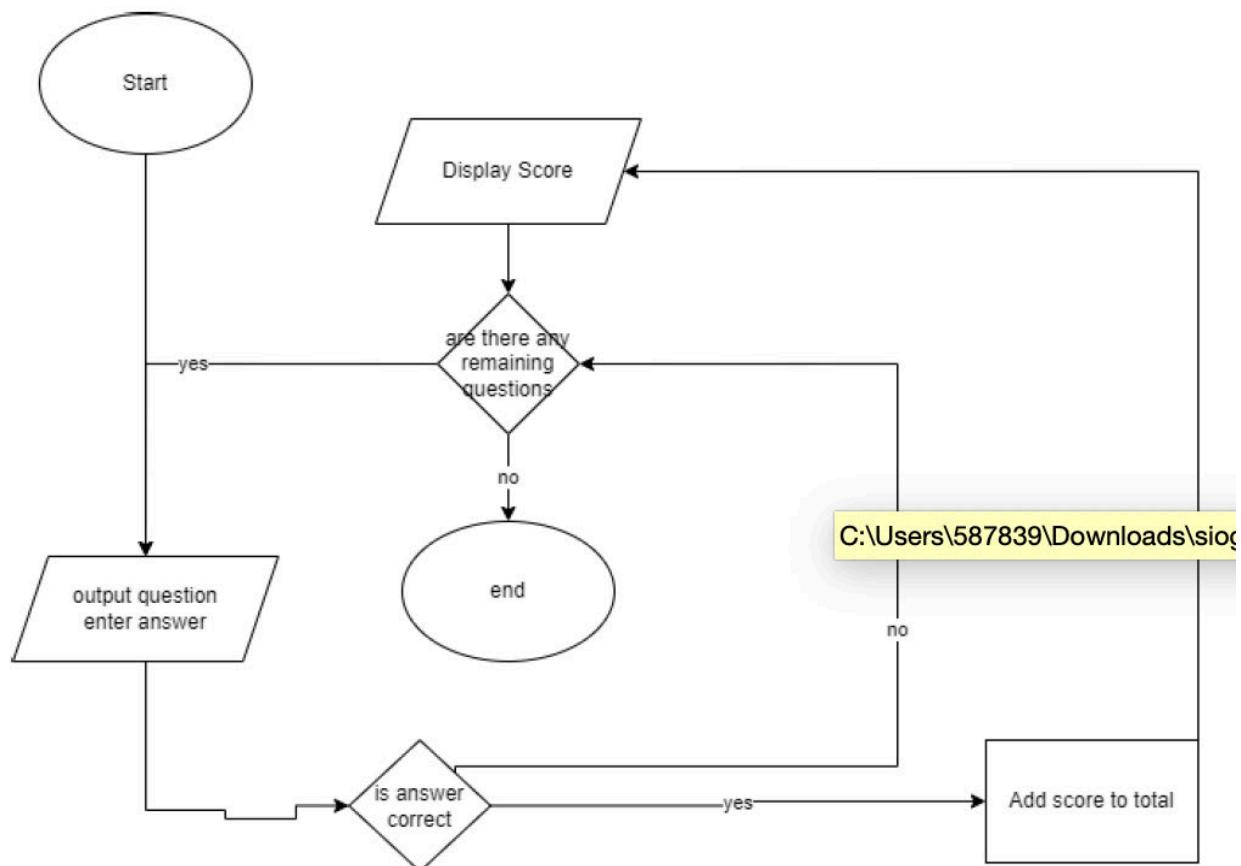
Student Evidence Review:

In this area, the student demonstrates their understanding by providing reasoned justifications for the approaches used to create the stages of development:

- considerations such as their approach to a solution
- justifications and depth are essential
- flowcharts or pseudocode
- precise and logical
- security controls
- naming convention
- comprehensive design.

Taking a Quiz

(Outputting the quiz and questions)



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Lead Examiner Commentary:

The student has provided algorithms in the form of flowcharts. The student hasn't provided a more detailed and effective representation of the intended solution and doesn't cover the logic and structure of the solution. For example, their solution may show how they would meet each functional requirement, but this is not precise and is missing conditions. We are looking for the logic of the solution based on the full decomposition that has taken place. It would be useful to see a stepwise refinement method or similar. Taking a few aspects of the subsystems and providing a detailed algorithm which is tested, e.g. dry run, the idea that software is developed by moving through the levels of abstraction.

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Task 1 Activity B The Data Requirements

Attribute Name	Data Type	Length	Key	Nullable	Description	Additional Details
Code	Char	6	PK	No	Unique Code for joining subject	Auto Generated
Name	Varchar	20		No	Subjects name	
Tutor_username	Varchar	25	FK	No	Username for the tutor	

Score

Attribute Name	Data Type	Length	Key	Nullable	Description	Additional Details
Id	Int		PK	No		
Quiz_id	Int		FK	No	Unique id for quiz	
Student_username	Varchar	25		No	Students username	
Score	Int	6		No	Students overall score	

Student

Attribute Name	Data Type	Length	Key	Nullable	Description	Additional Details
Username	Varchar	25	PK	No	The students saved username for login	
Password	Varchar	255		No	Students Hashed password	

Question

Attribute Name	Data Type	Length	Key	Nullable	Description	Additional Details
Id	Int		PK	No		
Quiz_id	Int		FK	No		
Question	Varchar	50		No	Quiz question for multiple choice	
Answer	Varchar	40		No	Multiple choice quiz real answer	
Dummy1	Varchar	40		No	Dummy answer for multiple choice	
Dummy2	Varchar	40		No	Dummy answer for multiple choice	
Dummy3	Varchar	40		No	Dummy answer for multiple choice	

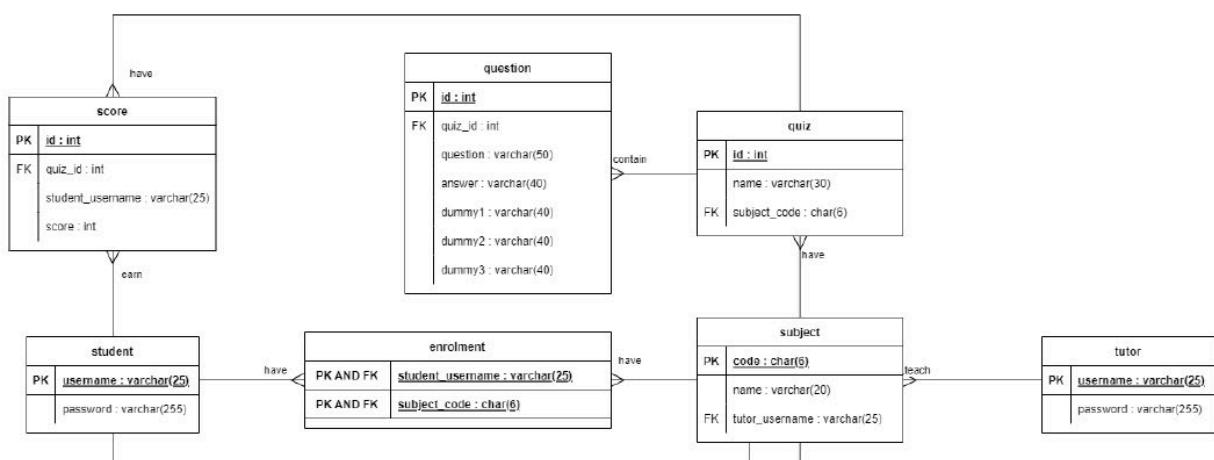
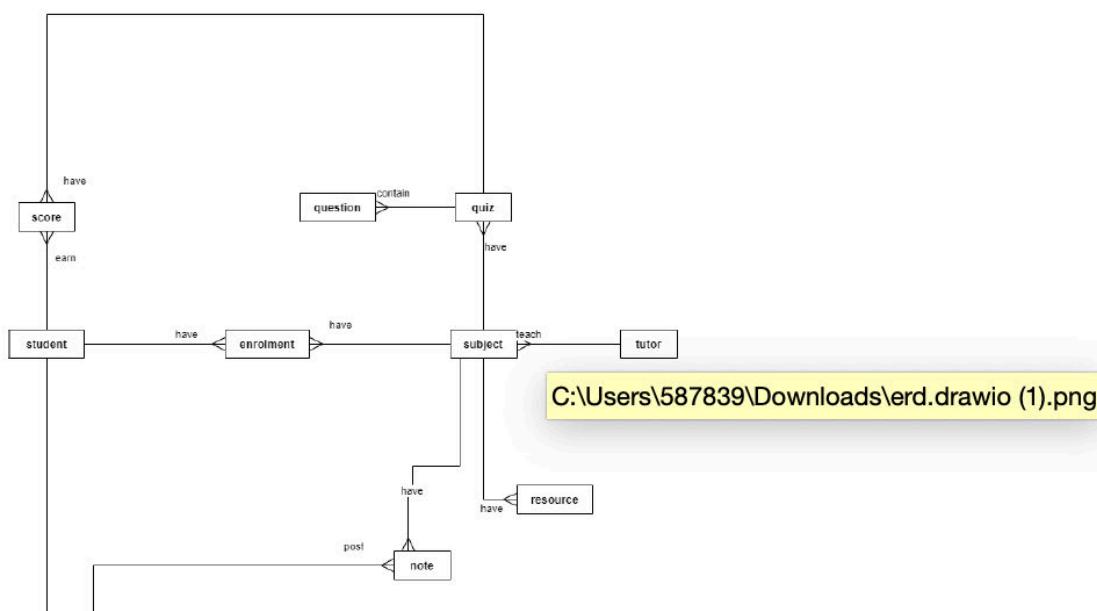
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Database

The solution requires a database to store user information as well as the accessible interactive and static resources of the subjects.

Entity-Relationship Diagrams

Conceptual and physical entity-relationship diagrams have been created to model the relationships within the database:



Lead Examiner Commentary:

There has been some reasonable attempt at creating data dictionaries or ERD, the student has included correct model diagrams, examples of sensible names for variables, and a clear set of data structure which can form part of the data dictionaries. The student should stick to conventions such as variable names, attributes etc. The code conventions improve the readability of the software, allowing others to understand it more quickly and thoroughly.

Task 1 Activity B The Design Test Strategy

Student Evidence Review:

The student provides a test strategy including:

- white box testing
- black box testing
- others
- justification.

Testing

I will complete functionality testing by inputting data such as extreme data, I will do this to maintain the sites data as accurate for reliability.

I will complete usability testing by allowing users access to the site to see how users would utilize the site, and ensure error prevention.

I will complete content and design testing by allowing users on to the site and gathering data on the opinions of the users as to the design.

Lead Examiner Commentary:

The student has not explained the test strategy for the testing phase, they must consider a comprehensive range of tests such as Whitebox and Blackbox testing. This weaker example has little consideration of the impact of any decisions that might have been made, with apparent omissions of any contextual data.

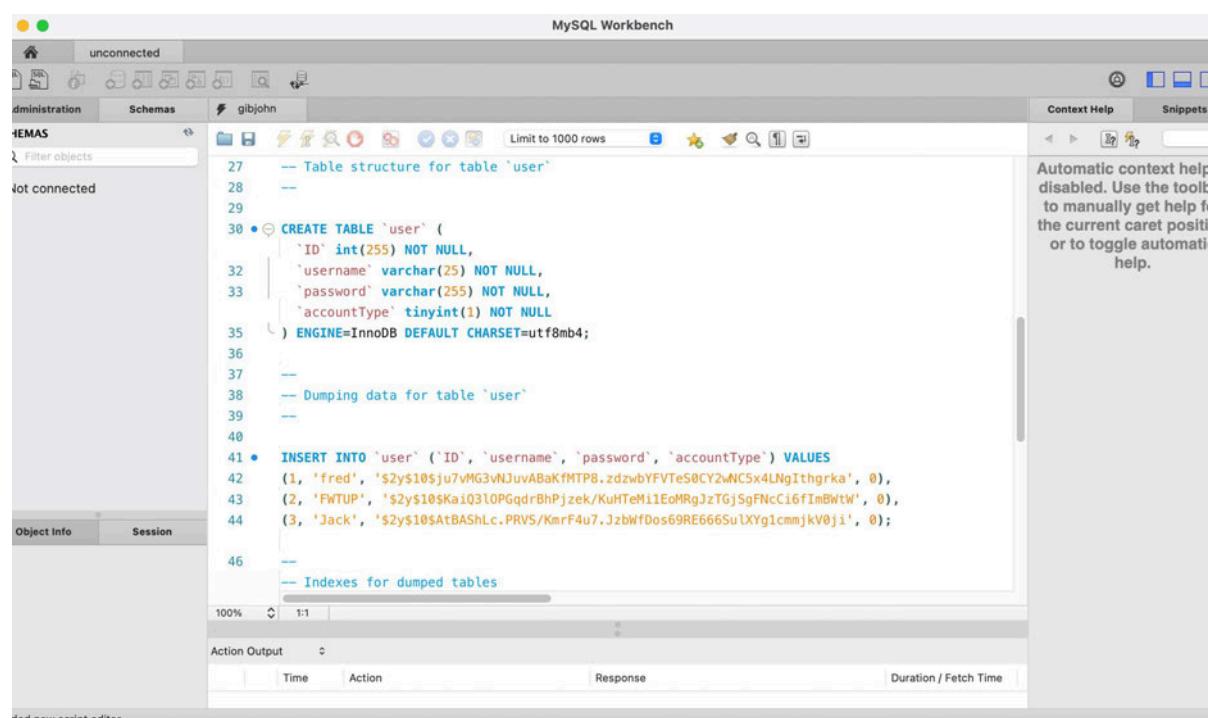
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Task 2 The Solution Functionality

Student Evidence Review:

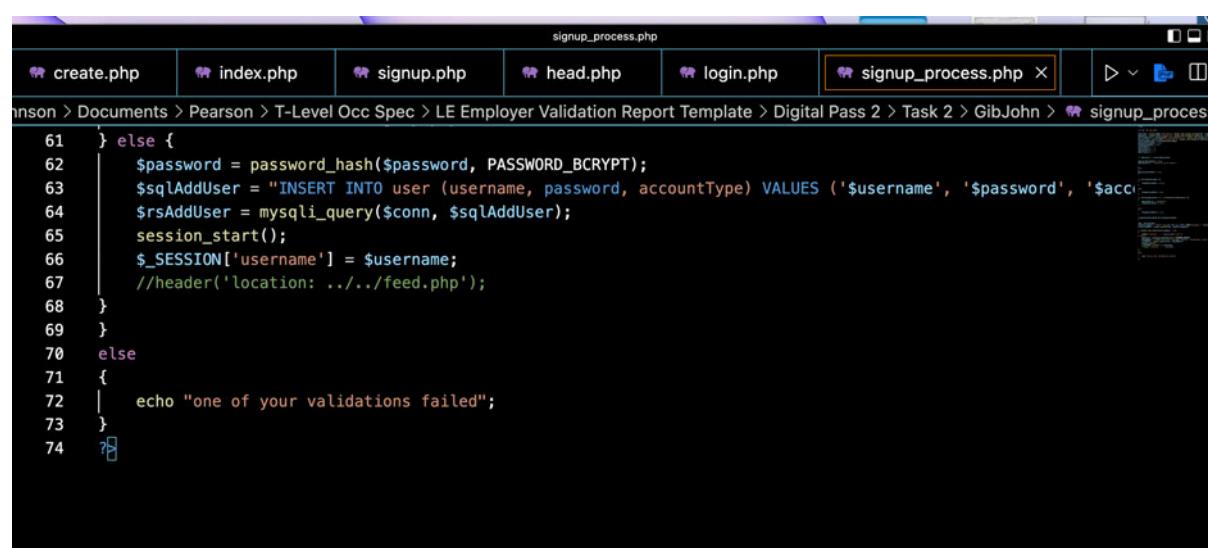
The student has provided the following as required to demonstrate a working prototype:

- two different paradigms
- efficient constructs
- robust structure
- user friendly
- security.



The screenshot shows the MySQL Workbench interface. In the central pane, a SQL script is being run. It starts with creating a 'user' table with columns ID, username, password, and accountType, using InnoDB storage engine and utf8mb4 charset. It then inserts three rows of data into the table. Below the script, it shows the indexes for the dumped tables.

```
27 -- Table structure for table `user`
28 --
29
30 • CREATE TABLE `user` (
31     `ID` int(255) NOT NULL,
32     `username` varchar(25) NOT NULL,
33     `password` varchar(255) NOT NULL,
34     `accountType` tinyint(1) NOT NULL
35 ) ENGINE=InnoDB DEFAULT CHARSET=utf8mb4;
36
37 --
38 -- Dumping data for table `user`
39 --
40
41 • INSERT INTO `user` (`ID`, `username`, `password`, `accountType`) VALUES
42     (1, 'fred', '$2y$10$ju7vMG3vNJuABaKfMTP8.zdzbwYFVTeS0CY2wNC5x4LNgiThgrka', 0),
43     (2, 'FWTUP', '$2y$10$Kai03lOPGgdrBhPjzek/KuHteMi1EoMRgJzTGjSgFNcC16fImBWiW', 0),
44     (3, 'Jack', '$2y$10$AtBAShLc.PRVS/KmrF4u7.JzbWfDos69RE666SuIXYg1cmjjkV0j1', 0);
45
46 --
47 -- Indexes for dumped tables
48
```



The screenshot shows a browser window with the URL 'http://127.0.0.1/signup_process.php'. The tab bar shows several files: create.php, index.php, signup.php, head.php, login.php, and signup_process.php (which is currently active). The main content area displays the PHP source code for the 'signup_process.php' file. The code handles user input validation and database insertion using MySQLi.

```
61 } else {
62     $password = password_hash($password, PASSWORD_BCRYPT);
63     $sqlAddUser = "INSERT INTO user (username, password, accountType) VALUES ('$username', '$password', '$accountType')";
64     $rsAddUser = mysqli_query($conn, $sqlAddUser);
65     session_start();
66     $_SESSION['username'] = $username;
67     //header('location: ../../feed.php');
68 }
69 }
70 else
71 {
72     echo "one of your validations failed";
73 }
74 ?:
```

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```
1 <?php
2
3 include "db_conn.php";
4
5 $username = isset($_POST['username']) ? mysqli_real_escape_string($conn, $_POST['username']) : "";
6 $password = isset($_POST['password']) ? mysqli_real_escape_string($conn, $_POST['password']) : "";
7 $confirmPassword = isset($_POST['confirmPassword']) ? mysqli_real_escape_string($conn, $_POST['confirmPassword']) : "";
8 $accountType = isset($_POST['accountType']) ? mysqli_real_escape_string($conn, $_POST['accountType']) : "";
9 $lowercaseUsername = strtolower($username);
10 $passwordvalidated = true;
11 $lengthvalidated = true;
12 $usernameerror = "";
13 $userlenerror = "";
14 $passworderror = "";
15 $passlenerror = "";
16
17
18 if ($password != $confirmPassword){
19
20 $passwordvalidated = false;
21 $passworderror = "Passwords do not match";
22 }
```

Task 2 The Solution-Code Organisation

```
1 <?php
2
3 include "db_conn.php";
4
5 $username = isset($_POST['username']) ? mysqli_real_escape_string($conn, $_POST['username']) : "";
6 $password = isset($_POST['password']) ? mysqli_real_escape_string($conn, $_POST['password']) : "";
7 $confirmPassword = isset($_POST['confirmPassword']) ? mysqli_real_escape_string($conn, $_POST['confirmPassword']) : "";
8 $accountType = isset($_POST['accountType']) ? mysqli_real_escape_string($conn, $_POST['accountType']) : "";
9 $lowercaseUsername = strtolower($username);
10 $passwordvalidated = true;
11 $lengthvalidated = true;
12 $usernameerror = "";
13 $userlenerror = "";
14 $passworderror = "";
15 $passlenerror = "";
16
17
18 if ($password != $confirmPassword){
19
20 $passwordvalidated = false;
21 $passworderror = "Passwords do not match";
22 }
```

```
<?php
session_start();

if (isset($_SESSION['username'])) {
    // ...
<!DOCTYPE html>

<html>
    <head>
        <?php include 'templates/head.php'; ?>
        <title>Home</title>
    </head>
    <body>
        <header class="text-center p-4">
            
        </header>
        <div class="container text-center p-4">
            <h1>Hello, <?php echo $_SESSION['username']; ?></h1>
            <a class="btn btn-std" href="logout.php"><i class="fas fa-sign-out-alt"></i> Logout</a>
        </div>
        <?php include 'templates/footer.php'; ?>
    </body>
```

Lead Examiner Commentary:

The student has demonstrated functional code using two paradigms and tested the solution as they provided the correct files. This helped us test the input handling, error messages and outputs.

Lower marks were awarded for lack of detail or no comments. In addition, it lacks any consideration for standards and guidelines concerning accessibility and compatibility. Recording and explanation of the artefact would also be helpful. This undoubtedly provides evidence of working prototype and also provides evidence of error handling.

Task 2 Testing

Student Evidence Review:

The testing stage required the student to provide a completed:

- test plan
- range of different types of test.

In this portfolio, no testing was provided.

Lead Examiner Commentary:

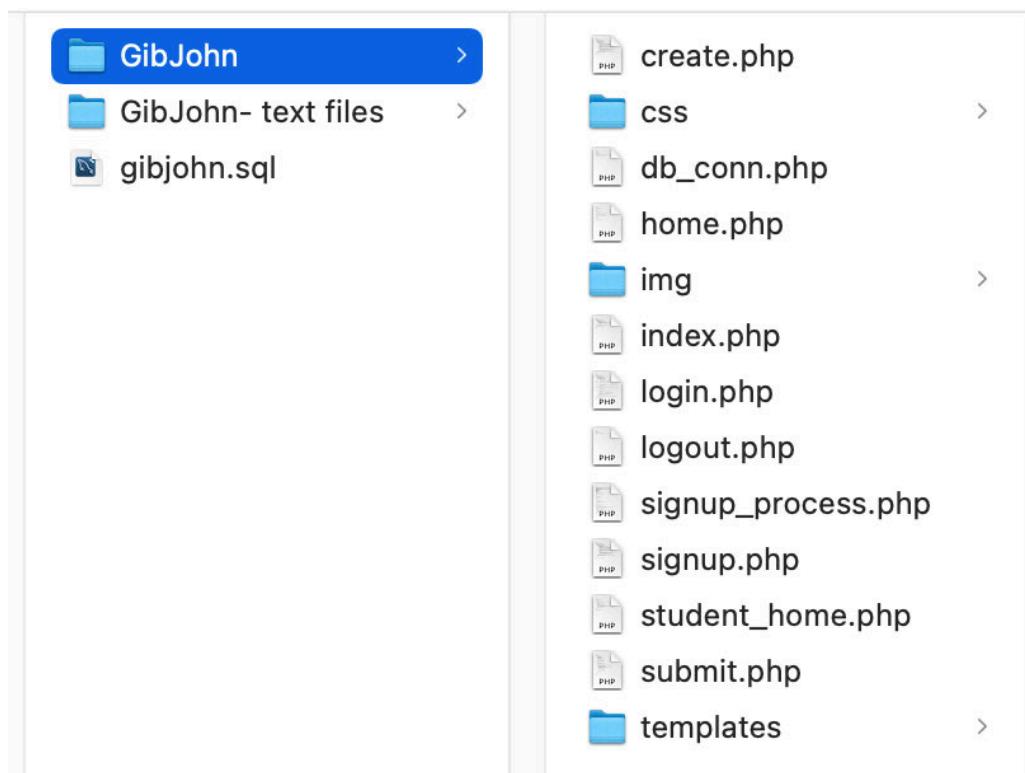
Testing requires students to demonstrate their knowledge of testing and debugging code. The student should have used the test plan template provided. Although I can see evidence that testing has taken place, the student has not provided any evidence and it is a requirement of the program to do this.

Task 2 Documentation

Student Evidence Review:

The student provides evidence of the following:

- different versions of the prototype
- clearly documented changes
- how versions demonstrate appropriate changes
- user feedback.



Lead Examiner Commentary:

The student has shown a final version of the artefact but hasn't done much on version control. As result it is hard to identify what improvements have been made from the testing strategy. Therefore, we can't identify the application of agile.

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Task 3 Activity A Gathering Feedback to Inform Future Development

Student Evidence Review:

The student shows two different techniques for gathering feedback:

- e.g. survey and observations
- the questions are directed at technical and non-technical testers
- visualisation of the data gathered and analysed.

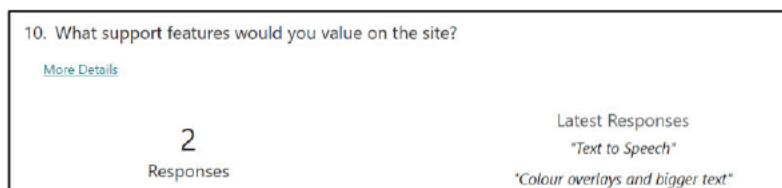
Feedback Gathered

See attached spreadsheet. (Raw Feedback)

Analysis of Feedback

The common theme I discovered when looking at the data I received, is that the site is short on features but the site was reviewed by this small collection of surveeves is well designed and easy to explore/ manage. The age groups explored in this survey had a large variety, therefore I believe it to be a good representation of public opinion.

The features a lot of respondents would like to see include overlays, larger text and text to speech. I would prioritise the priors as text to speech is a feature many browsers already support.



With regards to the design, the results unanimously presented a 7 or higher out of 10 for question 3 which asked users for a rating for the layout. Which shows me that the design is suitable for a variety of ages.

All stated the error messaging was strong, therefore I believe only minor changes are needed to that. My site could use a variety of support features such as overlays and bigger font (as stated by people who completed the survey).

ID	Start time	Completion time	Email	Name	What is your name?	What is your age bric?	How would you rate?	How would you rate? Is Gibson easy to use?	Would you use this site?	If you answered no, can you improve it?	What features do you think are missing?	What support features would you value on the site?
1	5/9/22 6:50:36	5/9/22 7:41:20	anonymous	N/A	51+		9	10 Yes	No	The site is not finished. More site development	Easy to understand	Colour overlays and Text to Speech
2	5/9/22 7:46:28	5/9/22 8:01:08	anonymous		27-35		8	9 Maybe	Maybe	With more development Build on what's there.	Not sure	

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Gathering Feedback



Feedback Plan

To begin, I asked the respondents their name and age. I am hoping that this will serve the purpose of allowing me to categorise them due to younger generations being more adept with technology and the significantly older generations not having had the same technological experience the majority of the time.

I then began by asking them about the site by questioning the design so that I can see what users think about the layout and the overall feel of the website. I then asked the respondents about error messaging, as I want to ensure that GibJohn's tutoring system makes it clear when users have put incorrect inputs and that they have a positive user experience.

I also asked about navigation as I feel this should be easy for the users to do. Moving around the application is an important aspect so that they can find the various features that they need and interact with it effectively and efficiently.

In addition to this, I want to find out which features are most valued and which should be prioritised for improvement. This will allow me to further develop the application in the future to ensure it is high quality and delivers the right features and content to the users.

As a final question, I have asked how easy the login and signup processes are. As was pointed out previously, ease of use is a priority within this system.

Conclusion

Collecting and analysing feedback has allowed me to learn a lot about the strengths and weaknesses of the prototype, which will allow for further development with the users in mind.

The strengths identified include:

- Well Designed
- Easy to navigate
- Easy to understand sign up process

However, there are also several weaknesses, although I have considered potential improvements:

Weakness	Improvement
Lack of content	More features in the future
Lack of specialized support	Addition of larger fonts overlays etc
No error message for taken usernames	Added to the Table of errors

Lead Examiner Commentary:

The student needs to show two different techniques for gathering feedback, e.g. surveys and observations, as using two techniques gives a better idea of what has worked and what hasn't, and this will help the development of the prototypes. The student has questions which are directed at testers. However, the response is far too low to gather any credible evidence. The questions should appropriately use data drawn from them to benefit the artefact and the user. The student should have provided a detailed visualisation of the data gathered and analysed. This offers the opportunity to develop the prototype further.

Task 3 Activity B Evaluating Feedback to Inform Future Development

Student Evidence Review:

In this task the student provides evidence to evaluate the feedback and discuss future developments:

- evaluation of the assets and content within their prototype
- final product against measurable criteria defined in the proposal
- validity and reliability of the sources
- legal and ethical implications of using the identified assets.

Customer Expectations

There were also several features suggested by the users:

- collaborative teaching and learning tools
- accessibility features to support a wide range of users
- a learning reward system
- gamified learning.

To provide collaborative teaching and learning tools I set the following requirements:

- The system will allow students and tutors to post to a notes board for each subject

To provide accessibility features to support a wide range of users, I set these requirements:

- The system will allow users to utilize a digital colored overlay

To provide a learning reward system and gamified learning:

- The system will automatically assign points to students based on their performance

I set out several goals in order to include these features however I was unfortunately unable to achieve these requirements as I was limited by time constraints.

In a future prototype I hope that I could include all these features as well as some of my own in order to provide an optimal learning environment.

Additional Requirements

The client and their customers did not mention the creation of accounts or subjects but these are important to enable the creation of the other features that they requested.

For the login and signup, I created these requirements:

- The system will allow students and tutors to login to access secured areas
- The system will allow students and tutors to create accounts

Due to the investment of time I included in this particular area of the project, I believe that the login/ signup creates a nice experience for the user -whether tutor or student- with an easy to follow login and signup process. This was reflected in the feedback I received from user during a previous stage of the project.

Digital Production, Design and Development

I believe this to be an effective strategy because it meets the effective requirements of a good logo. The logo I created provides several advantages, such as keeping with the colour scheme of the website, I did this to maintain the design I originally intended and uphold a modern aesthetic. The lettering is clear and the inclusion of the name helps understand the intention of the brand without having to research it. I believe this to be an effective marketing strategy that many modern companies employ.

Using original assets allows for me to have a unique brand identity and be easily recognisable to potential customers. This would be beneficial as the company has an intended market that relies heavily on a professional business environment such as towards schools or colleges. This also avoids unnecessary issues that could arise relating to copyright such as private material and research around licensing, if these standards were not met it could cost fees and other legal issues. This can effect public image and reduce the audience willing to use our resource.

Conclusion

Ultimately, the project was successful at designing a brand for my company and with development could be very successful however ultimately the lack of features I believe makes this project a failure. If I were to attempt this sort of project again better time management would be required.

The key strengths identified within the prototype are:

- Unique sellable design
- Secure login/signup
- Unique assets
- Easy to use

However, there are also several weaknesses that can be improved upon in future updates to enhance the service.

Lead Examiner Commentary:

The student should provide the assets used and how valid their sources are, ensuring that no copyright laws have been broken, and the reason as to why they chose them; this should be related to the scenario and why the object was used on the website page and how it would help the user.

Evaluations were appropriate and showed an understanding of the requirements of the set task brief. While students typically at this level provide evaluative comments concerning the requirements of the task, at the borderline, user needs were not effectively considered.

[Year]

Design Document

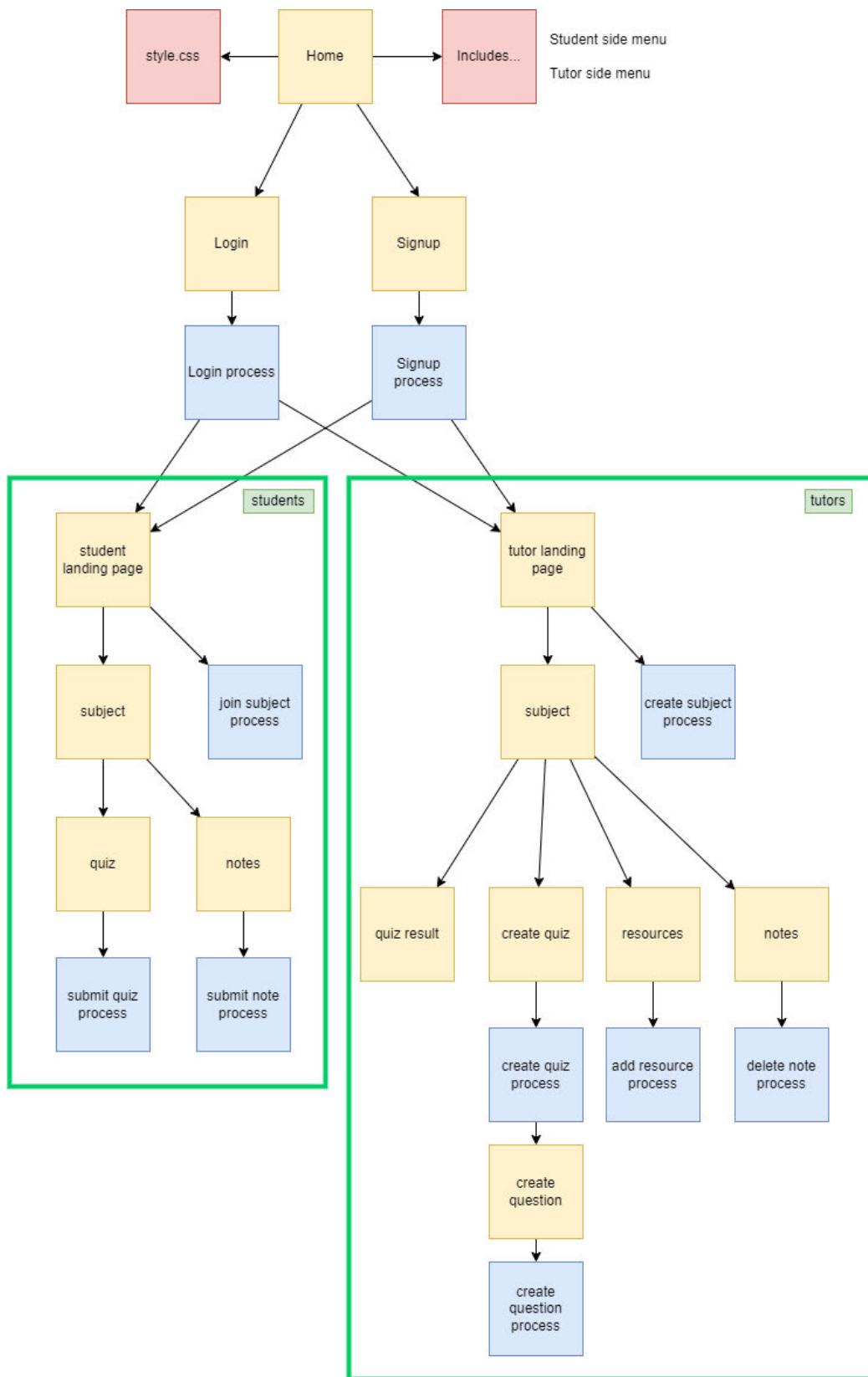
GIBJOHN TUTORING



Introduction

Interface

Web Structure

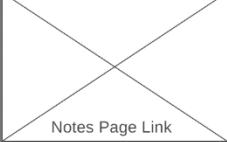
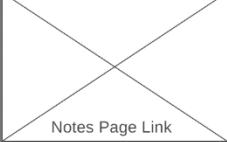
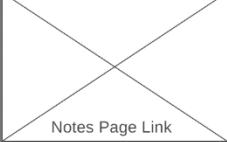


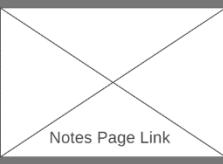
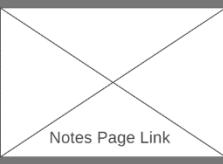
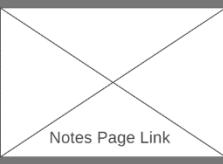
Page	Description
Home	The Home page is accessible by anyone, it contains the method to reach either login or signup

Login	Allows existing users to Login to their account and be directed to the appropriate landing page, which is secured
Signup	Allows new users to create an account and assign their role (Student or tutor).
Student Landing Page	A secure page for student accounts, contains their subjects that they have joined allows the student to access each subjects individual area. Also contains access to join a subject via a unique code.
Subject	Specific to the subject chosen by the Student, and will contain their access to quizzes and the students note board
Quiz	The area for students to complete quizzes set by tutor
Notes	A public notes page for students to attach sticky notes, to act as an aid to their or others learning
Tutor Landing Page	A secure page that tutor accounts can access, contains the tutors access to specific subjects
Subject	The specific subject area containing quiz results, create a quiz, resources and notes
Quiz Result	Area that allows the tutor to view student results within a specific subject
Create Quiz	Allows the tutor to create quizzes to be accessed by the students
Create Question	For the creation of question to be added to the quiz
Notes	Allows the teacher to view the student note area and delete notes
Resources	Allows the teacher to add links to external resources

Page Designs

<h3>Signup</h3> <p>Username: <input type="text"/></p> <p>Password: <input type="password"/></p> <p>Confirm Password: <input type="password"/></p> <p><input checked="" type="checkbox"/> Student <input type="checkbox"/> Tutor</p> <p><input type="button" value="Continue"/></p>	<h3>Login</h3> <p>Username: <input type="text"/></p> <p>Password: <input type="password"/></p> <p><input type="button" value="Continue"/></p>
--	---

<h3>GibJohn Tutoring</h3> <p><input type="button" value="Login"/></p> <p><input type="button" value="Signup"/></p>	<p><input type="button" value="Logout"/></p> <table border="1"><tr><td>Subject</td><td>Tutor Account Name</td></tr><tr><td>Subject</td><td>Create a Quiz</td></tr><tr><td>Subject</td><td>View Quiz Results</td></tr><tr><td>Subject</td><td>Create a Subject</td></tr><tr><td>Subject</td><td> Notes Page Link</td></tr></table>	Subject	Tutor Account Name	Subject	Create a Quiz	Subject	View Quiz Results	Subject	Create a Subject	Subject	 Notes Page Link
Subject	Tutor Account Name										
Subject	Create a Quiz										
Subject	View Quiz Results										
Subject	Create a Subject										
Subject	 Notes Page Link										

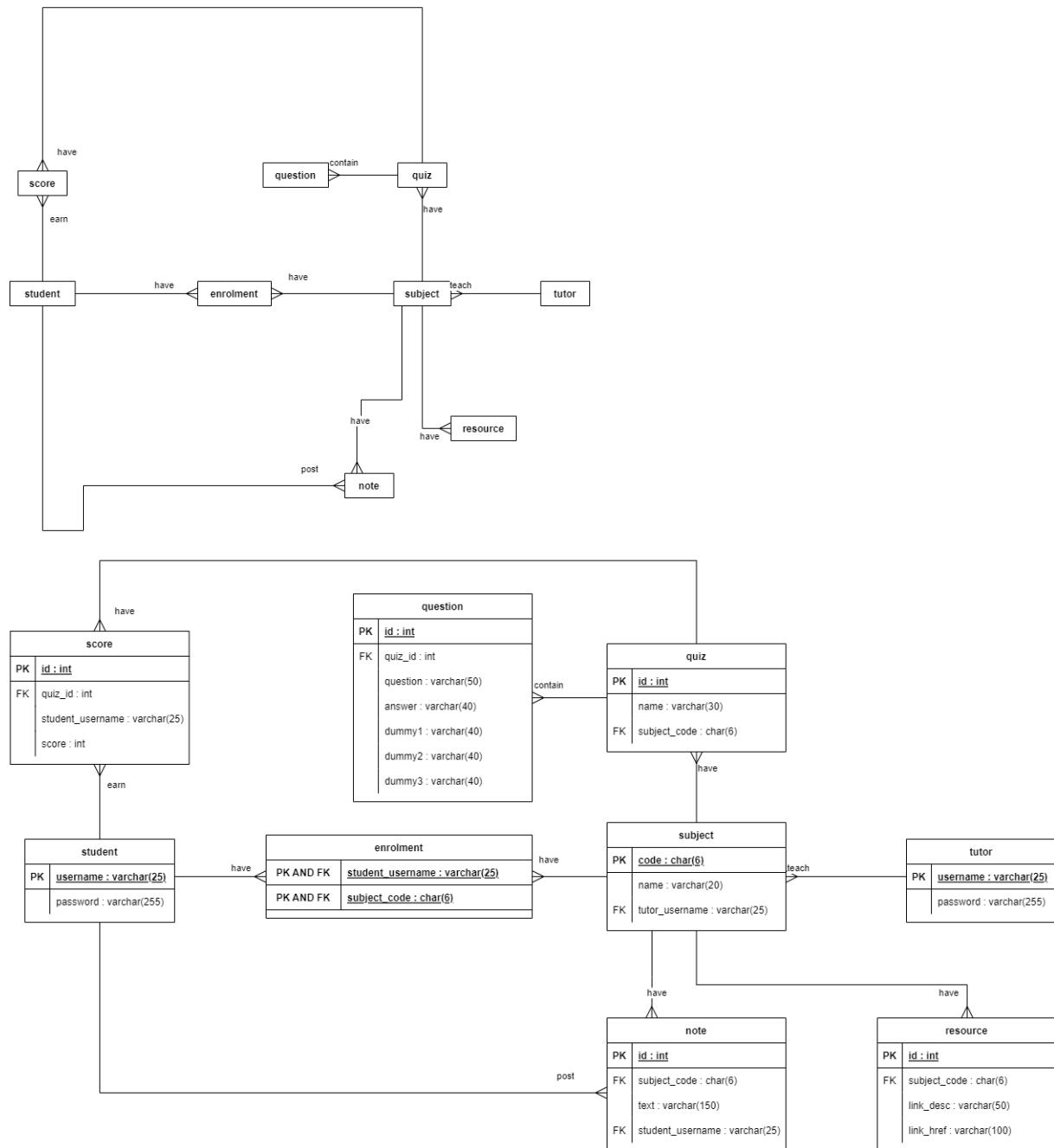
<p><input type="button" value="Logout"/></p> <table border="1"><tr><td>Subject</td><td>Student Account Name</td></tr><tr><td>Subject</td><td>Points:</td></tr><tr><td>Subject</td><td> Notes Page Link</td></tr><tr><td>Subject</td><td></td></tr><tr><td>Subject</td><td></td></tr><tr><td>Subject</td><td></td></tr></table>	Subject	Student Account Name	Subject	Points:	Subject	 Notes Page Link	Subject		Subject		Subject	
Subject	Student Account Name											
Subject	Points:											
Subject	 Notes Page Link											
Subject												
Subject												
Subject												

Database

The solution requires a database to store user information as well as the accessible interactive and static resources of the subjects.

Entity-Relationship Diagrams

Conceptual and physical entity-relationship diagrams have been created to model the relationships within the database:



Algorithms

Login

INPUT username

INPUT password

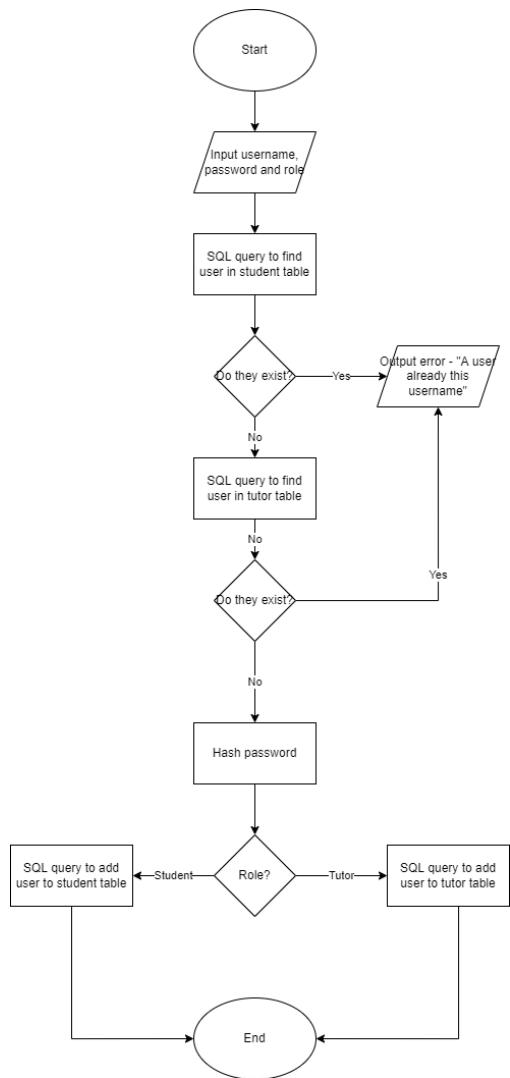
GET FROM database

IF username AND password do not match

SEND error

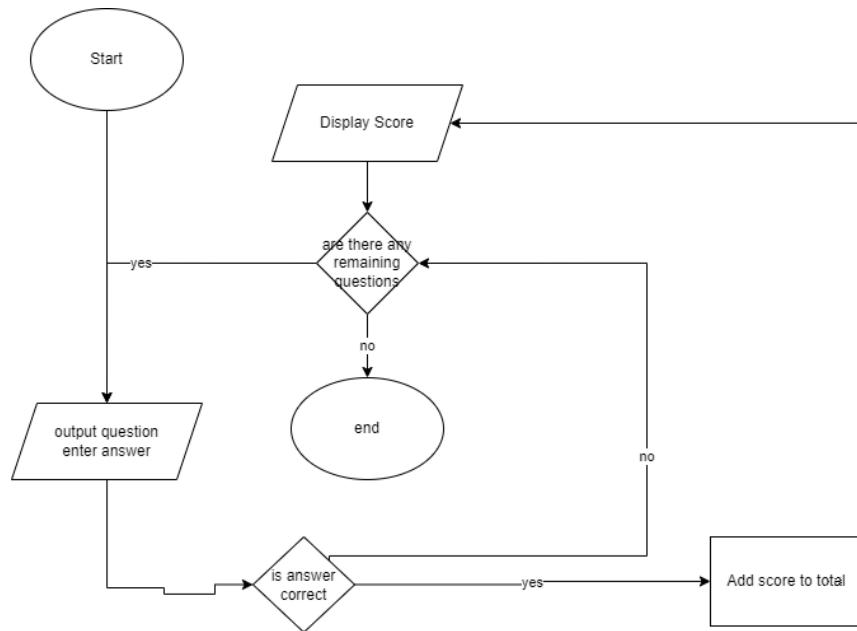
ELSE ALLOW LOGIN

Signup



Taking a Quiz

(Outputting the quiz and questions)



Notes

ENTER text

SAVE to database

DISPLAY text to note_body

REFRESH

Home

SELECT, login OR signup

IF login, GO TO LOGIN

IF signup GO TO signup

Testing

I will complete functionality testing by inputting data such as extreme data, I will do this to maintain the sites data as accurate for reliability.

I will complete usability testing by allowing users access to the site to see how users would utilize the site, and ensure error prevention.

I will complete content and design testing by allowing users on to the site and gathering data on the opinions of the users as to the design.

I will complete out security testing by attempting to use methods such as sql injection to ensure data is secured and passwords are appropriately hashed.

Conclusion

This will all result in a product that meets the clients expectations as I have included all the appropriate features they requested.

Proposal For GIBJOHN tutoring system

Introduction

This document is the proposal for GibJohns new tutoring system, which I believe will alleviate some of their current business concerns.

Current System

Currently, GibJohn uses face to face learning to engage with students, this can be detrimental to students who may have little access to transport, it can also result in students being late, opposed to online learning which has much more reliable access. If this is not the case, and the tutors travel to the students, the impact is that students may have a poor home learning environment particularly if their family is busy or loud. In addition to this, the tutors are using fuel which may be compensated by GibJohn, costing them, and time is wasted for travel. This travel time could prevent additional students from being met, meaning the business loses potential customers and income.

The company is currently providing access to learning resources, although they do not specify how. If they are doing it digitally, digital poverty could have an impact on the students' ability to access the materials, although this is not an easily rectified problem, as it is societal. Depending on the format of the resources, there could be issues in accessing it as a result of not having the required software e.g. the Office suite. Alternatively, they could provide paper-based materials, which could be difficult to obtain and distribute to the students. Students could also lose or damage them easily, leading to a need for replacement, which may cost GibJohn Tutoring. Paper-based resources may also not be as engaging.

Finally, GibJohn tutoring offer support to develop understanding in different subjects. Therefore, it could be assumed that they have many tutors in their employment with their own expertise, which they teach. They provide this support via face-to-face teaching and providing access to learning resources, as was previously discussed.

The students and teachers also requested various features, including collaborative teaching and learning tools. It is possible that they are somewhat meeting their need of collaboration already via group sessions (as opposed to one-to-one) where they can complete activities collectively and work towards a common goal. For instance, they could complete projects together. The issue with this is that the parents of the students are paying for face-to-face tutoring sessions, and may be discouraged or feel that the money is not as well spent when spending sessions with other people, rather one-to-one.

The students and teachers have requested accessibility features to support a wide range of users. Therefore, it is likely that they have students who have accessibility needs. The way these could be

met in person currently include overlays, type writers, text-to-speech and dictation software, documents with larger fonts etc. GibJohn have a responsibility to provide accessibility measures for customers in accordance with the Equality Act. Providing a multitude of measures of accessibility could be difficult due to the extensive requirements of some impairments, whereas using devices such as computers can provide many required features.

With regard to reward systems for learning, tutors may reward good work with stickers and stamps, certificates (e.g. student of the week), prizes such as sweets etc. This is a physical reward system.

Their client's customers have also requested gamified learning, which is an emerging practice within teaching (see appendix 1.) This could already be achieved by turning standard quizzes into game shows, which make learning more fun for students. However, these may take a lot of preparation for successful use. General gamified learning features include points systems, leaderboards and achievements, which could be used a variety of methods and settings. These could be easily implemented into a group session if GibJohn Tutoring do group classes.

Proposed System

GibJohn could benefit from several features which I plan on including. To aid in gamified learning, I plan to incorporate quizzes as the primary method of learning, these will be multiple choice questions, to simplify the questions for the student whilst also allowing them to develop their problem solving further. I believe this to be the best way of learning as it is simple to understand and is a format highly accessible to all subjects.

I will implement a learning rewards system. I will achieve this by utilizing a points system, points are distributed for correct answers and at point milestones the student will receive account rewards. I have chosen to utilize a points based system, in order to also aid in meeting the requirement of gamified learning, I believe this is also beneficial for helping engage students with learning.

Other content that will be available for learning includes links shared by the tutors. The tutors will have the opportunity to share links to external websites for each subject so that learners have extensive access to materials. This meets the client requirement of providing access to digital content to encourage wider learning.

Another way that I will incorporate the client's requests is through the use of supported assessment and monitoring of learner progress, this can be achieved through automated marking of exams, with results being easily displayed to the tutor, with information on which questions were answered correctly or incorrectly as appropriate. This could be useful as it allows the tutor to dedicate more time to the production of useful resources, rather than marking, this includes examples such as quizzes dedicated to topics where marks were lost. This could further the development of student's skills in areas where skillsets may be weaker.

I hope to allow for collaborative learning and learning resources by including a notes board for each subject where learners and tutors can share ideas. This will allow the students to learn from each other and will contribute to their progress.

The customers and tutors have requested accessibility features to support a wide range of users. This can be partially achieved by ensuring the solution is compatible with multiple devices and resizable if necessary. In order to implement a full feature, an overlay system will be developed to ensure that people with scotopic sensitivity and other visual impairments can access the materials with ease.

This proposed system successfully meets all of the requirements set out by the client, as well as those suggested by the customers/tutors.

The Risk of Doing This

Systems Reliability and Maintainability

The GibJohn Tutoring system will need to achieve high availability. Downtime (or low availability) could result in customers (students) having a negative view of the business, and they could potentially leave to use the services of competitors. Deadlines could be missed by learners, so their academic performance could suffer. This could lead to students being bitter about the service, and negative information spreading via word-of-mouth, resulting in fewer customers in the future.

However, all of this can be avoided by ensuring high availability via having effective cyber security measures and choosing a reliable hosting company. The former will be handled by ensuring that SQL strings are escaped in order to prevent SQL injection. The latter is the responsibility of GibJohn following the solution being provided to them.

In addition to this, the system should be maintainable, so that it can be developed upon in the future for extra features and bug fixes, whether this is by the current development company or another. This can be achieved by ensuring that code is high quality and easily read/understood. Methods that I will utilize in order to do this include: code commenting, meaningful and consistent variable/method names and organized file structure.

By performing thorough testing, I can ensure that GibJohn's tutoring system is reliable, and always produces the expected results. In addition to this, validation will be incorporated into the solution to ensure that users are corrected upon entering invalid inputs.

Laws and Regulations

One of the key laws that will affect the project is the Intellectual Property Act, which dictates that materials produced by others should not be used without their expressed permission. As a developer, it can be ensured that this is not broken by only using external creations when it has been approved by the original creator, providing credit when necessary. Aside from this, original assets could be used too. However, it is not the developer's responsibility to police the content that tutors and students share on the platform. Therefore, GibJohn Tutoring will need to formulate their own methods of ensuring compliance.

Also, the Data Protection Act is a key piece of legislation that will impact the project. As the solution will need to store some degree of personal data, as well as passwords, the principles of the law and its mitigations will need to be considered. The implications of not doing this could be catastrophic for the development company as well as GibJohn. Securing the system using hashed passwords, and only collecting information as it is needed will mitigate these risks.

Ethical Considerations

Ethical complications can arise when developing websites for the use of the public. For example, not following the laws, does not only result in legal ramifications but also causes people to question ethics/morals. Providing a good service by maintaining reliability and availability could also be viewed in this light.

The implications of not being ethical can be detrimental to a business. It could result in bad press and an overall negative reputation, resulting in lost sales from existing customers as well as potential future customers.

Requirements

Functional Requirements

#	Requirement	Priority	Justification
1	The system will allow tutors to create multiple choice quizzes	HIGH	This is High Priority as it is the core method of educating students on the website.
2	The system will allow students to complete multiple choice quizzes	HIGH	This is High Priority as it is the core method of educating students on the website.
3	The system will automatically mark multiple choice quizzes	MEDIUM	This is High Priority as it is the core method of educating students on the website.

4	The system will automatically assign points to students based on their performance	MEDIUM	This is something that will be completed via the automated marking, already, however this lends to the gamified learning, as requested by the client.
5	The system will allow tutors to share links to external web pages	HIGH	This is the main way for the tutor(s) to share resources with their students, therefore it is my belief that this is a vital piece for a functional tutorial website.
6	The system will allow students to access links shared by tutors	HIGH	This is another vital area, as it allows the students access to the resources uploaded onto the site by their tutors .
7	The system will allow students and tutors to post to a notes board for each subject	HIGH	This feature enables student collaboration, in an area the tutor can monitor and students can provide resources for themselves and others. This can give students, who are perhaps anxious to ask for help to access more resources as someone else may have solved their issue.
8	The system will allow users to utilize a digital colored overlay	MEDIUM	This enables the website to be more accessible, allowing users to utilize the full potential of their resources.
9	The system will allow students and tutors to login to access secured areas	HIGH	This is important as it aids in the protection of data, removing the security risks associated with public access.
10	The system will allow students and tutors to create accounts	HIGH	Due to the secure login, without accounts, students and teachers would be unable to access the site.
11	The system will allow tutors to create subjects	HIGH	This is important as it allows the site to be accessible to multiple classes of students, if a tutor teaches multiple classes in the same or different areas of expertise.
12	The system will allow students to join subjects	HIGH	Similarly, this allows students to join multiple classes, in an organized format.

Non-Functional Requirements

#	Requirement	Priority	Justification
1	The system will have 98% availability	HIGH	This KPI will allow for the system to be available to customers. Otherwise, customers may leave due to lack of access.
2	The system will be secured against SQL injections	MEDIUM	Cybersecurity is an important consideration and SQL injection

			can be easily prevented by escaping user inputs
3	The system will store hashed passwords	HIGH	Passwords should be secured to mitigate against hackers obtaining them and losing the trust of customers.
4	The system will be accessible	HIGH	The system should be accessible, particularly as GibJohn have customers with accessibility needs, as is clear from the requests.
5	The system will be reliable	HIGH	The system should incorporate validation to ensure it is more reliable.

The solution contains Key Performance Indicators (KPIs) in the form of non-functional requirement 1 as it measures against a metric. The benefit of this is that it makes it significantly easier to measure its success.

User acceptance has been considered extensively, as the proposed solution details how every requirement from the client's customers (the users) can be met.

Appendices

Appendix 1- Sumdog

Sumdog is a company that provides math and spelling-based games, to engage and educate students, I believe this to be a great example of gamified learning as it promotes immersive learning by engaging students in leaderboard-oriented games/ activities. It can be engaging as it allows users to earn coins that they can use to decorate their character or home by completing set tasks, this includes the games they play on the site or by completing quizzes.

Sumdog allows students to join via 2 methods, either by requesting to join the school or by being invited by the teacher.

The target audience for this is 5 – 14 however much of the content could be adapted. Students can also play against other students, which promotes competition, which can invigorate students to practice more, improving their skills. There is also a weekly leaderboard.





T

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G I B J O H N
T U T O R I N G

Gathering Feedback



Feedback Plan

To begin, I asked the respondents their name and age. I am hoping that this will serve the purpose of allowing me to categorise them due to younger generations being more adept with technology and the significantly older generations not having had the same technological experience the majority of the time.

I then began by asking them about the site by questioning the design so that I can see what users think about the layout and the overall feel of the website. I then asked the respondents about error messaging, as I want to ensure that GibJohn's tutoring system makes it clear when users have put incorrect inputs and that they have a positive user experience.

I also asked about navigation as I feel this should be easy for the users to do. Moving around the application is an important aspect so that they can find the various features that they need and interact with it effectively and efficiently.

In addition to this, I want to find out which features are most valued and which should be prioritised for improvement. This will allow me to further develop the application in the future to ensure it is high quality and delivers the right features and content to the users.

As a final question, I have asked how easy the login and signup processes are. As was pointed out previously, ease of use is a priority within this system.

Please see form:

GibJohn

Review of Gibjohn Tutoring Software

* Required

1. What is your name? *

Enter your answer

2. What is your age bracket? *

16-17
 18-23
 23-27
 27-35
 35-50
 51+

3. How would you rate the layout of Gibjohn? *

1 2 3 4 5 6 7 8 9 10

4. How would you rate the clarity of error messaging of the site? *

1 2 3 4 5 6 7 8 9 10

5. Is GobJohn easy to navigate? *

Yes
 Maybe
 No

6. Would you use this service again? *

Yes
 Maybe
 No

7. If you answered no, could you state the reason?

Enter your answer

8. What is one improvement you would recommend? *

Enter your answer

9. What features of GobJohn did you find most useful? *

Enter your answer

10. What support features would you value on the site? *

Enter your answer

11. How easy is the login and signup process? *

1 2 3 4 5 6 7 8 9 10

Submit

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

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Feedback Gathered

See attached spreadsheet. (Raw Feedback)

Analysis of Feedback

The common theme I discovered when looking at the data I received, is that the site is short on features but the site was reviewed by this small collection of surveyees is well designed and easy to explore/ manage. The age groups explored in this survey had a large variety, therefore I believe it to be a good representation of public opinion.

The features a lot of respondents would like to see include overlays, larger text and text to speech. I would prioritise the priors as text to speech is a feature many browsers already support.

10. What support features would you value on the site?
More Details
2 Responses
Latest Responses "Text to Speech" "Colour overlays and bigger text"

With regards to the design, the results unanimously presented a 7 or higher out of 10 for question 3 which asked users for a rating for the layout. Which shows me that the design is suitable for a variety of ages.

All stated the error messaging was strong, therefore I believe only minor changes are needed to that. My site could use a variety of support features such as overlays and bigger font (as stated by people who completed the survey).

The website was often stated as easy to navigate, which is excellent news, granting a trend where results were as expected during my initial review and backs up statements I have previously made regarding the project. To be more specific, the survey question received several maybes. Though these were due to the lack of content for the site, which lacks features that are required upon final development.

For the main completed feature of the website, which is logging in and signing up, I received similarly good responses when I asked about how easy they are to use. As any issues they encountered while signing up were explained, barring an exemption with a username that is already taken.

Many said they would not use this service again and those who said maybe often said it was due to a lack features, as can be seen by the responses:

7. If you answered no, could you state the reason?
More Details
2 Responses
Latest Responses "With more development it could be very good" "The site is not finished but the quality of what is there is good."

Conclusion

Collecting and analysing feedback has allowed me to learn a lot about the strengths and weaknesses of the prototype, which will allow for further development with the users in mind.

The strengths identified include:

- Well Designed
- Easy to navigate
- Easy to understand sign up process

However, there are also several weaknesses, although I have considered potential improvements:

<i>Weakness</i>	<i>Improvement</i>
Lack of content	More features in the future
Lack of specialized support	Addition of larger fonts overlays etc
No error message for taken usernames	Added to the Table of errors

ID	Start time	Completion time	Email	Name	What is your name?	What is your age bracket?	How would you rate the course?	How would you rate the tutor?	Is GobJohn easy to navigate?	Would you use this service again?	If you answered no, could you tell us what one improvement you would make?	What features of GobJohn do you like?	What support features do you like?	How easy is the login process?	
1	5/5/22 6 50 36	5/5/22 7 46 20	anonymous	Nicola	[REDACTED]	51+	9	10	Yes	No	The site is not finished	b More site development	Easy to understand	Colour overlays and bigg	10
2	5/5/22 7 46 28	5/5/22 7 09 08	anonymous	[REDACTED]	[REDACTED]	27-35	8	9	Maybe	Maybe	With more development	Build what's there.	Not sure	Text to Speech	7

Evaluation



Introduction

This is the evaluation for GibJohn Tutoring System's prototype.

Client Expectations

Initially, the client asked for the following features:

- provide interactive teaching and learning resources in a range of subjects
- provide access to digital content to encourage wider learning
- support assessment and monitoring of learner progress.

I set out to meet them by setting several functional requirements.

To provide interactive teaching and learning resources in a range of subjects, I set these requirements:

- The system will allow tutors to create multiple choice quizzes
- The system will allow students to complete multiple choice quizzes
- The system will automatically mark multiple choice quizzes
- The system will allow students and tutors to post to a notes board for each subject

To provide access to digital content to encourage wider learning, I set these requirements:

- The system will allow tutors to share links to external web pages
- The system will allow students to access links shared by tutors

Finally, to support the assessment and monitoring of learner progress, I set these requirements:

- The system will automatically assign points to students based on their performance

Unfortunately, I was unable to meet any of these requirements due to time constraints within the project, but feel that my designs would be effective in assisting the development of these features in the future.

With regards to future improvements, all of these features should be implemented to provide a well-rounded solution that tutors and students can use to benefit learning. My own performance as a solo developer could have been improved as well, as I found it very difficult to manage time to complete the prototype in its entirety. I focused too much on perfecting the initial experience presented to the user in the homepage with the login and signup features.

Customer Expectations

There were also several features suggested by the users:

- collaborative teaching and learning tools
- accessibility features to support a wide range of users
- a learning reward system
- gamified learning.

To provide collaborative teaching and learning tools I set the following requirements:

- The system will allow students and tutors to post to a notes board for each subject

To provide accessibility features to support a wide range of users, I set these requirements:

- The system will allow users to utilize a digital colored overlay

To provide a learning reward system and gamified learning:

- The system will automatically assign points to students based on their performance

I set out several goals in order to include these features however I was unfortunately unable to achieve these requirements as I was limited by time constraints.

In a future prototype I hope that I could include all these features as well as some of my own in order to provide an optimal learning environment.

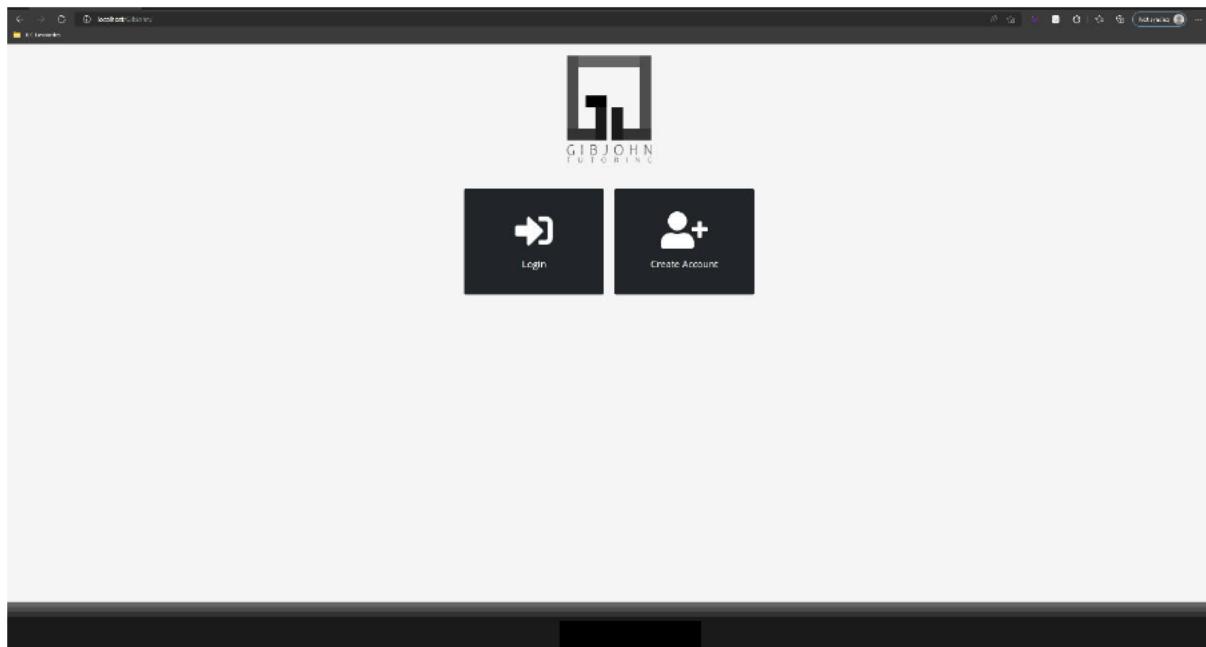
Additional Requirements

The client and their customers did not mention the creation of accounts or subjects but these are important to enable the creation of the other features that they requested.

For the login and signup, I created these requirements:

- The system will allow students and tutors to login to access secured areas
- The system will allow students and tutors to create accounts

Due to the investment of time I included in this particular area of the project, I believe that the login/ signup creates a nice experience for the user -whether tutor or student- with an easy to follow login and signup process. This was reflected in the feedback I received from user during a previous stage of the project.



The design of the website was efficient but also aesthetic, providing users with the best experience from the opening page is important, as first impressions of a page often define it.

Another big focus of my prototype was security, in order to ensure this was maintained I used a range of error messages that would alert a user who is trying to make an account of any issues that would arise, including existing usernames clashing, passwords not matching, or passwords not meeting the minimum difficulty requirements. I put a huge emphasis on security due to the requirements specifying secure student/ tutor pages and I believe I achieved this to the fullest.

Inside the dashboard, once the user logged in they should have been able to see their subjects. More specifically, the requirements set were:

- The system will allow tutors to create subjects
- The system will allow students to join subjects

Again, due to time constraints these were not met.

Assets

The only asset used within the system is a logo for GibJohn Tutoring.

They did not provide a logo, but it is an important part of a website because it allows for it to be branded and recognised. Therefore, I created a logo as an original asset.



I believe this to of been an effective strategy because it meets the effective requirements of a good logo. The logo I created provides several advantages, such as keeping with the colour scheme of the website, I did this to maintain the design I originally intended and uphold a modern aesthetic. The lettering is clear and the inclusion of the name helps understand the intention of the brand without having to research it. I believe this to be an effective marketing strategy that many modern companies employ.

Using original assets allows for me to have a unique brand identity and be easily recognisable to potential customers. This would be beneficial as the company has an intended market that relies heavily on a professional business environment such as towards schools or colleges. This also avoids unnecessary issues that could arise relating to copyright such as private material and research around licensing, if these standards were not met it could cost fees and other legal issues. This can effect public image and reduce the audience willing to use our resource.

Conclusion

Ultimately, the project was successful at designing a brand for my company and with development could be very successful however ultimately the lack of features I believe makes this project a failure. If I were to attempt this sort of project again better time management would be required.

The key strengths identified within the prototype are:

- Unique sellable design
- Secure login/signup
- Unique assets
- Easy to use

However, there are also several weaknesses that can be improved upon in future updates to enhance the service.

- More features such as subjects quizzes etc
- Student engagement features such as point oriented leader boards
- Tutor portal and creation tools
- Accessibility features



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