

Cambridge TECHNICALS LEVEL 2

IT

Cambridge
TECHNICALS
2016

Unit 13

Creating websites

T/615/1382

Guided learning hours: 60

Version 2 May 2017

LEVEL 2

UNIT 13: Creating websites

T/615/1382

Guided learning hours: 60

Essential resources required for this unit: Access to web authoring software. Learners may need access to a server that they can upload their website to.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The purpose of this unit is to provide you with the knowledge and skills required to review and update existing websites and their components.

Websites are an essential tool for organisations to present the information relating to the market goods and services they offer and generally promote the business. How and why organisations use websites is becoming increasingly important.

You will be able to review existing websites to identify how they meet business needs and suggest improvements. You will prepare plans to create and modify website components and present them to stakeholders. The feedback you receive you will act upon and update your plans accordingly. You will reflect on how these improvements have met business needs.

This is an optional unit within the Award in Digital Business and is mandatory within the Digital Software Practitioner pathway in the Diploma.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know how websites are used by organisations	1.1. Uses of websites in organisations, e.g.: <ul style="list-style-type: none"> • marketing • sales • information • e-commerce • support services • financial • intranets • collaboration
2. Be able to review existing websites in relation to business needs	2.1. Review existing websites, i.e.: <ul style="list-style-type: none"> • target audience • purpose • aesthetics (e.g. content) • legal requirements • user needs (e.g. download speed, functionality) • security features • multimedia • interactivity • accessibility 2.2. Improvements or enhancements to websites, i.e.: <ul style="list-style-type: none"> • content • design • structure • functions 2.3. Prepare a plan, i.e.: <ul style="list-style-type: none"> • planning (e.g. storyboards, site maps, navigation maps, mind maps, sample page visualisations) • style (e.g. layout, images, format, house style) • designs for components (e.g. text, images, buttons, navigation bar) • interactive features (e.g. hyperlinks, voting buttons, email) • timescale • resources (i.e. physical and human)

Learning outcomes	Teaching content
<p>3. Be able to create or modify components of websites to meet business needs</p>	<p>3.1. Create or modify components of websites, i.e.:</p> <ul style="list-style-type: none"> • select appropriate software e.g. standard and non-standard • use formatting and editing techniques, e.g.: <ul style="list-style-type: none"> ○ common web functions (e.g. text, graphics, fonts, text formatting, colour schemes, images) ○ simple HTML (e.g. editor programs, file extensions) ○ HTML tags and conventions (e.g. <html>, <p>, <body>, closing tags) • introduce interactive elements (e.g. rollover images, submit button to email a form) • apply optimisation (e.g. image, video, animation, sound, file size, format, dimensions, compression) • apply good practice, i.e.: <ul style="list-style-type: none"> ○ consistent file and folder management ○ appropriate naming conventions ○ documentation of developments • ensure accessibility, i.e.: <ul style="list-style-type: none"> ○ users with disabilities (e.g. accessibility aids, readability, colour scheme, subtitles) <p>3.2. Plan and present the solution, i.e.:</p> <ul style="list-style-type: none"> • format of presentation • content of presentation • target audience • obtain feedback from audience <p>3.3. Recommend changes to website components, e.g.:</p> <ul style="list-style-type: none"> • appropriateness • clarity • content • speed • navigation • aesthetics <p>3.4. Comparison of website components against business needs</p> <ul style="list-style-type: none"> • comparison of updated website against business needs • demonstration of functionality • demonstration of interactivity • present the solution to the stakeholders <p>3.4. Review website components, i.e.:</p> <ul style="list-style-type: none"> • feedback, e.g.: <ul style="list-style-type: none"> ○ questionnaires ○ verbal discussion • identify criteria for feedback (e.g. appropriateness, clarity, content, speeds, navigation, font choice, colour combinations)analysis • improvements (e.g. design, clarity, interactive response, function)
<p>4. Be able to update websites to meet business needs</p>	<p>4.1. Update a website, i.e.:</p> <ul style="list-style-type: none"> • adding developed or modified components • inserting hyperlinks • inserting meta tags and keywords • publishing <ul style="list-style-type: none"> ○ uploading files (e.g. to intranet, to server) ○ maintaining content ○ file management (e.g. naming files, folder structures, moving files, deleting files)

Learning outcomes	Teaching content
	<p>4.2. Plan, test and resolve, i.e.:</p> <ul style="list-style-type: none">• prepare test plan• test:<ul style="list-style-type: none">○ functionality (e.g. links, working content, accessibility options)○ use of code verification techniques (e.g. W3C validator, W3 schools)○ usability (e.g. clear navigation, easy to use, viewable in different browsers such as Chrome, Firefox, IE, Opera, Safari)○ accessibility (e.g. ALT tags)• resolve issues <p>4.3. Evaluation, i.e.:</p> <ul style="list-style-type: none">• comparing with identified business requirements• resolving issues

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know how websites are used by organisations	P1: Describe the uses of websites in organisations <i>*Synoptic with Units 1 and 2</i>		
2. Be able to review existing websites in relation to business needs	P2: Review an existing website used for a specified business need <i>*Synoptic with Units 1 and 2</i>	M1: Specify improvements or enhancements to the reviewed website	
	P3: Prepare a plan for realising improvements or enhancements to the specified website <i>*Synoptic with Units 1 and 2</i>		
3. Be able to create or modify components of websites to meet business needs	P4: Create or modify website components <i>*Synoptic with Units 1 and 2</i>	M2: Present website components to stakeholders for approval	D1: Recommend changes to website components based on stakeholder feedback
4. Be able to update websites to meet business needs	P5: Update website with developed or modified components <i>*Synoptic with Units 1 and 2</i>	M3: Test functionality of updated website and resolve any issues	
	P6: Present updated website to stakeholders <i>*Synoptic with Units 1 and 2</i>		D2: Evaluate the updated website against the needs of the business

*SYNOPTIC ASSESSMENT AND LINKS BETWEEN UNITS

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

This unit and specific LO	Name of other unit and related LO
LO1: Know how websites are used by organisations	<p>Unit 1: Essentials of IT LO5: Know about the benefits of using IT in business</p> <p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents</p> <p>Unit 4: Creating programming solutions for business LO3: Be able to plan business solutions using programming languages LO4: Be able to create business solutions using programming languages</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 8: Using emerging technologies LO2: Be able to explore how emerging technologies can support business needs</p> <p>Unit 14: Creating mobile applications for business LO1: Know the uses of mobile applications within a business environment</p>
LO2: Be able to review existing websites in relation to business needs	<p>Unit 1: Essentials of IT LO4: Know about the Internet and related technologies LO5: Know about the benefits of using IT in business</p> <p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents</p> <p>Unit 4: Creating programming solutions for business LO2: Be able to research the features of programming languages used for business solutions LO3: Be able to plan business solutions using programming languages LO4: Be able to create business solutions using programming</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p>

This unit and specific LO	Name of other unit and related LO
	<p>Unit 8: Using emerging technologies LO2: Be able to explore how emerging technologies can support business needs</p> <p>Unit 14: Creating mobile applications for business LO1: Know the uses of mobile applications within a business environment</p>
<p>LO3: Be able to create or modify components of websites to meet business needs</p>	<p>Unit 1: Essentials of IT LO4: Know about the Internet and related technologies LO5: Know about the benefits of using IT in business</p> <p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 7: Pitching the product LO2: Be able to pitch a product to internal stakeholders</p> <p>Unit 14: Creating mobile applications for business LO2: Be able to create mobile applications to meet business requirements LO3: Be able to improve mobile applications based on feedback</p> <p>Unit 15: Games creation LO2: Be able to generate game designs LO3: Be able to create games from game designs</p>
<p>LO4: Be able to update websites to meet business needs</p>	<p>Unit 1: Essentials of IT LO5: Know about the benefits of using IT in business</p> <p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 7: Pitching the product LO2: Be able to pitch a product to internal stakeholders</p>

ASSESSMENT GUIDANCE

LO1 Know how websites are used by organisations

This learning outcome is about the learners identifying the different uses organisations make of websites. It is important that learners look at a variety of examples of websites to identify how they are used by different types of organisations.

P1: Learners must describe how websites are used by organisations. Evidence could be in the form of a report, presentation with speaker notes, a video of presenting the information to an audience, or an information guide.

LO2 Be able to review existing websites in relation to business needs

This learning outcome is about the learners reviewing an existing website to see how it meets a specified business's needs. Learners will need to specify ways in which the website could be improved or enhanced to support development of the business. It is important that the specified business needs for the website allow learners to create or modify components, and to specify improvements and enhancements.

P2: Learners are required to review an existing website currently used by a business against the revised business needs. Evidence could be in the form of a report, annotated printouts from website, presentation or recording of the presentation being delivered to an audience.

M1: Learners must specify improvements or enhancements to the reviewed website to meet the revised business needs. Evidence could be in the form of a report, presentation or a recording of a presentation or a meeting where the improvements or enhancements are explained by the learner.

P3: Learners should prepare a plan for realising the improvements or enhancements to the specified website based on the business needs identified in P2. Evidence must be planning documentation which includes timescales and sketches or electronic diagrams for the creation or modification of components.

LO3 Be able to create or modify components of websites to meet business needs

This learning outcome is about the learners creating or modifying website components to meet the revised business needs.

P4: Learners should create or modify the website components based on the plans produced for LO2. Evidence for this would be the created or modified components.

M2: Learners should present their website components to stakeholders for approval. Evidence could be a report, presentation or a recording of the presentation to stakeholders.

D1: Learners are required to recommend changes to the website components based on the stakeholder feedback received. Evidence for this could be a report or presentation together with completed questionnaires from stakeholders which learners have analysed.

LO4 Be able to update websites to meet business needs

This learning outcome is about the learners updating a business website using the components they have created or modified. It is important that learners test the functionality of the website they have created and resolve any issues. Learners will present their updated website to stakeholders and carry out an evaluation of their updated website.

P5: Learners are required to update a website for a business with developed or modified components. The evidence for this will be the updated website, either as a hosted website or as files that can be viewed and run locally.

M3: Learners should test the functionality of the website and resolve any issues. Evidence would be presented in a test plan with expected and actual results, issues identified, how they were resolved and the re-testing of the component.

P6: Learners are required to present their updated website to stakeholders. The evidence for this could be a recording of a presentation delivered to stakeholders, or a report.

D2: Learners must evaluate the website they have updated against the business needs and purpose identified in LO2. The evidence for this could be provided in a report, presentation or a recording of a presentation delivered to an audience.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Digital Software Practitioner pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Whilst on placement learners could participate in updating a website for the IT employer. The tutor would need to support the technical skills, and documentation required at each stage, but learners could contribute to a live website implemented for the employer.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The tutor could set a project with a local IT employer – the employer could be the client for the website and they could be asked to provide details of their website business development needs.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Industry practitioners could deliver a session on the technical elements of this unit, for example creating or modifying website components or interactive features as well as the importance of skills such as time management and problem solving.
4. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	An industry practitioner operating in the field of testing could act as an ‘expert witness’ and contribute to the assessment of a learner’s work with regards to testing the updated website.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more

ocr.org.uk/it

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.