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Cambridge **TECHNICALS LEVEL 2**

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Unit 13

Creating websites

Model assignment

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Contents

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and model of tasks that are typical of how a website designer would use the needs of a business to identify and develop appropriate website components that could be used to support business functions, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

This assignment should take between 7 ½ and 10 hours to complete depending upon the level of complexity of the learners' created components or modifications.

Tutors may wish to develop or use an alternate initial website model or scenario. This is acceptable providing the specification is detailed enough for learners to provide the required evidence to satisfy the grading criteria.

Task 3 and Task 4 will require the involvement of suitable stakeholders. The class students are not to be considered as appropriate stakeholders for Task 3 or Task 4. However, this may be an opportunity to incorporate meaningful employer involvement.

To successfully complete this assignment learners are not required to create a fully functioning website, only the creation of a range of appropriate website components will be required.

The correct interpretation of the command verbs used in this assignment is fundamental to the successful achievement of each grading criterion (a guidance document is available from the OCR website).

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For Task 3 and Task 4 learners will need access to suitable web-authoring software. Learners should also be reminded of the need to refer to the Progress Academy website specification when creating/modifying their components.
- To successfully achieve P3 and P5 learners will need to investigate a pre-written website structure. The framework for the website structure can be found in the accompanying file and the tutor will need to mock up a website based on the specification provided.

The file can be viewed through most web browsers or alternatively tutors may wish to create their own initial website design for their learners to use.

Time

You should plan for learners to have 7 ½ -10 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Certificate you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q   ***What do I need to do to pass this assignment?***

A   You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q   ***What do I need to do if I want to get a merit or distinction for this assignment?***

A   For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q   ***What help will I get?***

A   Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q   ***What if I don't understand something?***

A   It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q   ***I've been told I must not plagiarise. What does this mean?***

A   Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q   ***What is referencing and where can I find out more information about it?***

A   Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing

Q   ***Can I work in a group?***

A   This assignment hasn't been written to include group work.

Q   ***Does my work for each task need to be in a particular format?***

A   You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you about this. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q   ***Can I ask my tutor for feedback on my work?***

A   Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q   ***When I have finished, what do I need to do?***

A   If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q   ***How will my work be assessed?***

A   Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Scenario

Websites are an essential tool for an organisation to present the information relating to the market goods and services it offers and to generally promote its business.

It is now common place for an organisation to use and rely upon a range of websites to support its business functions, particularly within the areas of marketing, finance and e-commerce.

Most organisations also use an internal website with access restricted to internal staff and selected external users.

This kind of network is known as an intranet.

Progress Academy website

The SMT at Progress Academy is considering the benefits that may be gained through the use of websites.

The SMT would like to develop the use of a website which would allow the staff at Progress Academy to access and share information and data that is used on a daily basis within the Academy.

It is hoped that the development of a website will facilitate the sharing of vital information and improve the productivity and efficiency of data management within the Academy.

To ensure that the website supports the business requirements of the academy the SMT has stated the minimum specification that the website should have.

Website specification:

- clear navigation tools e.g. buttons, menus or sliders;
- appropriate format and colour schemes;
- interactivity e.g. rollover images or hyperlinks;
- shortcut buttons for ease of access to functions e.g. email;
- embedded components e.g. video or sound;
- accessibility features for disabled users e.g. subtitles or visual aids;
- optimisation of components where appropriate.

Task 1: Describe how websites are used by organisations

(This task should take between 1 and 2 hours.)

Learning Outcome 1: Know how websites are used by organisations

Your task is to: describe the role that websites play in the support of the operational activities of organisations.

The SMT at Progress Academy would like to understand how the possible use of a website could be beneficial to the daily operation of the Academy.

In order to consider the potential benefits of using websites, you have been asked by the SMT to research a range of existing websites that are currently being used by organisations and describe the potential benefits that websites provide to these organisations.

This information will be given to the SMT of Progress Academy to clarify the benefits that websites may provide.

Pass	Merit	Distinction
P1: Describe the uses of websites in organisations		

Evidence
A report, booklet, information video or a presentation (including speaker notes). This must include: • a range of appropriate websites; • benefits and advantages to organisations of using websites; • how websites support the business functions of organisations. Note – Any websites used must be clearly identified by the name of the site with the hyperlink included.

Task 2: Identify possible improvements or extensions to an existing website

(This task should take between 1 ½ and 2 hours.)

Learning Outcome 2: Be able to review existing websites in relation to business needs

Your task is to: identify potential improvements, modifications or extensions to the current Progress Academy homepage and plan the implementation of these changes.

The IT Manager at Progress Academy has designed an initial homepage structure for the proposed website that will eventually be used by the Progress Academy staff.

You have been asked to identify improvements, modifications or extensions to the homepage that will improve functionality and meet the business needs of Progress Academy. You will need to refer to the website specification when considering each improvement or extension. You will provide specifications for each identified improvement or extension.

You have also been asked by the SMT to plan the implementation of your identified improvements and/or extensions including the subsequent upgrading of the original website.

Pass	Merit	Distinction
P2: Review an existing website used for a specified business need identifying improvements or extensions	M1 Specify improvements or enhancements to the reviewed website	
P3: Prepare a plan for realising improvements or extensions to the specified website		
Evidence		
A report, annotated printouts or a presentation (including speaker notes). This must include: - identification of the audience and purpose; - identification of a variety of possible modifications ; - planning documents e.g. storyboards, navigation maps and visualisations; - annotated diagrams/sketches and house style; - specifications for the proposed improvements/extensions; - security features; - timescales; - clear links to the identified business need and specification; - legal requirements to be considered.		

Task 3: Create or modify website components.

(This task should take between 2 ½ and 3 hours.)

Learning Outcome 3: Be able to create or modify components of websites to meet business needs

Your task is to: create or modify a range of website components and recommend subsequent changes to the Progress Academy homepage after obtaining feedback.

In order to secure financial approval for your proposed homepage improvements you have been asked by the SMT to present your ideas to the Progress Academy Board of Governors.

You will now need to create or modify the website components identified in Task 2.

Your working components will then be presented to the Board of Governors who will review your components and provide you with feedback.

The obtained feedback will then allow you to recommend the required changes to the original website that will ensure that the website will meet the specification requirements and the needs of Progress Academy and its users.

Pass	Merit	Distinction
P4: Create or modify website components	M2: Present website components to stakeholders for approval	D1: Recommend changes to website components based on stakeholder feedback
Evidence		

A report, video of the presentation, annotated printouts or a presentation (including speaker notes).

This must include:

- a variety of new or modified website components based on the plans from Task 2;
- clear links to the Progress Academy website specification;
- appropriate format for presenting the created or modified components to the stakeholders;
- feedback questionnaires;
- feedback analysis report;
- a range of recommendations based on the feedback received.

Task 4: Update and test the website against business needs

(This task should take between 2 ½ and 3 hours.)

Learning Outcome 4: Be able to update websites to meet business needs

Your task is to: update and test the modified website to ensure that it clearly meets the needs of the Progress Academy specification.

The Board of Governors has now approved your modified components and recommendations and has asked you to update the original Progress Academy website. You may also add additional website pages if required.

The updated website will then be tested for functionality followed by the subsequent correction of any identified errors. Testing should be iterative.

When testing has been completed, and all errors corrected, the Board of Governors has asked that the final working website is presented to them.

Finally the SMT of Progress Academy has asked for a confirmation report to confirm that the website meets the requirements of the specification and is now 'fit for purpose'.

Pass	Merit	Distinction
P5: Update website with developed or modified components	M3: Test functionality of updated website and resolve any issues	
P6: Present updated website to stakeholders		D2: Evaluate the updated website against the needs of the business
Evidence		

A report, video recording of a presentation or a presentation which should include speaker notes.

This must include:

- evidence of the working homepage (either as a hosted site or run locally);
- detailed test plan (testing should be iterative);
- use of code verification e.g. W3C validator or W3 schools;
- identification of issues including resolution (this should include re-testing);
- updated website presentation;
- evaluation report or presentation (including links to the Progress Academy specification).

Evidence Checklist

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LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described the uses of websites in organisations?	
P2: Reviewed an existing website used for a specified business need identifying improvements or extensions?	
P3: Prepared a plan for realising improvements or extensions to the specified website?	
P4: Created or modified website components?	
P5: Updated the website with developed or modified components?	
P6: Presented the updated website to stakeholders?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Specified improvements or enhancements to the reviewed website?	
M2: Presented website components to stakeholders for approval?	
M3: Tested functionality of the updated website and resolved any issues?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Recommended changes to website components based on stakeholder feedback?	
D2: Evaluated the updated website against the needs of the business?	

To find out more
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