Cambridge TECHNICALS

OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA
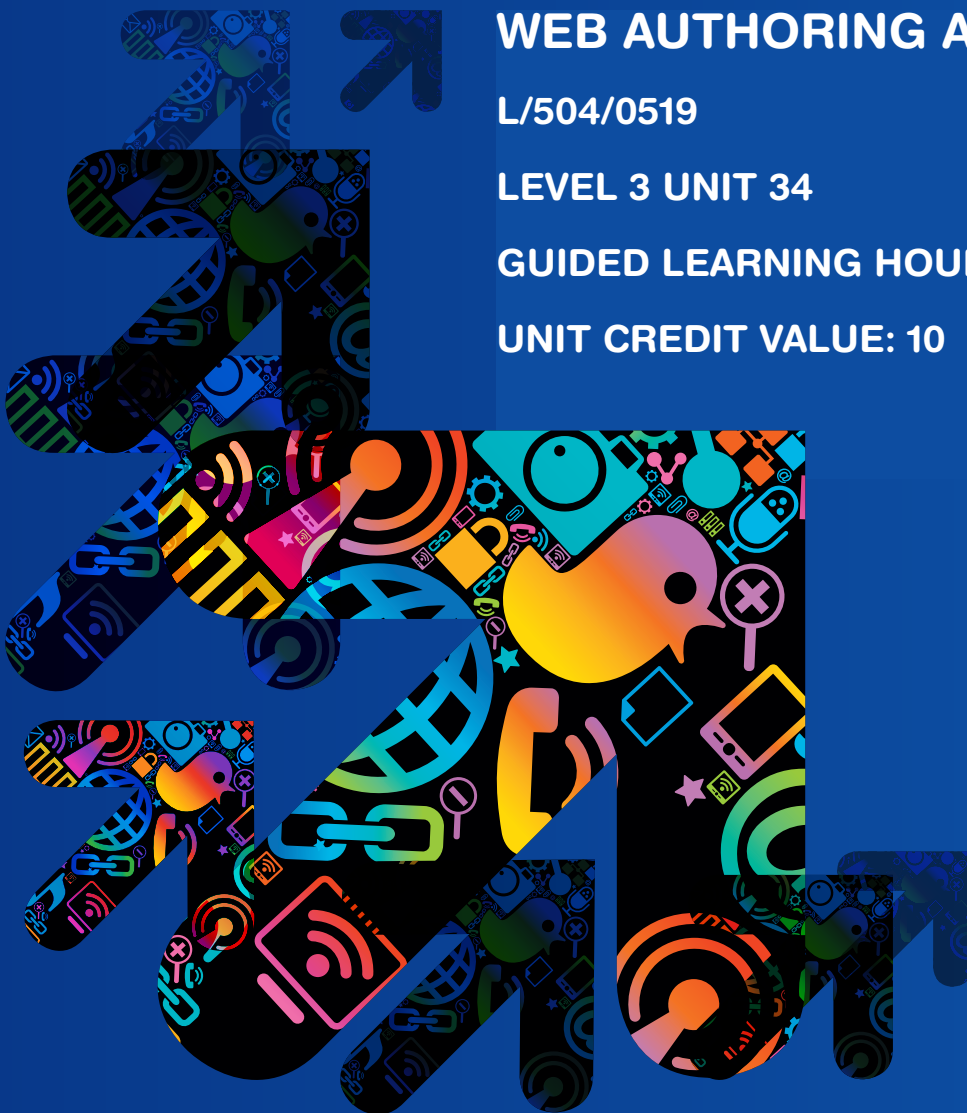
WEB AUTHORING AND DESIGN

L/504/0519

LEVEL 3 UNIT 34

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

WEB AUTHORING AND DESIGN

L/504/0519

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand a range of contrasting commercial websites. They will be able to plan the development of a new multi-page website. Learners will understand how to create a new website ready for user testing, and how to use user feedback gained from user testing to evaluate a newly created website.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand a range of contrasting commercial websites	P1 Learners analyse a range of contrasting commercial websites, evaluating: a) purpose b) visitor needs c) information flow d) features e) benefits f) content		
2 Be able to plan the development of a new multi-page website	P2 Learners plan the development of a new multi-page website, including: a) purpose b) target audience c) content d) production plan	M1 Learners provide detailed planning for the design and function of the website, considering how information flows and pages link. Learners justify their choices in relation to target audience appeal and usability. Relevant legal and/or ethical issues are considered	D1 Learners fully consider visitors' needs and how they will navigate the website. The information provided on budget, launch date and timescales is realistic. Learners give some consideration to relevant revenue potential
3 Be able to create a new functional multi-page website	P3 Learners demonstrate web authoring skills by creating a new competent functional multi-page website that includes: a) consistent style across pages b) text and graphics c) method of user feedback	M2 Learners demonstrate proficient design skills. The new multi-page website produced is suitable for the target audience and includes rich media. The website produced is generally of a good technical standard	D2 Learners make appropriate use of optimisation techniques and site management tools. The website produced is generally of a high technical standard
4 Be able to conduct target audience user testing on their new functional multi-page website	P4 Learners conduct target audience user testing on the website created, to gain feedback on: a) navigation b) internal and external hyperlinks c) page load times d) performance of website when using different browsers e) consistency of house style		
5 Be able to evaluate their new functional multi-page website	P5 Learners evaluate the website created using the feedback they have gained through target audience user testing	M3 Learners use the user testing feedback to suggest improvements to the website's functionality, navigation and/or design	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

Understand a range of contrasting commercial websites

For example:
- information, e-commerce, promotion/advertising, downloads
- obtain information, purchase products, establish user trust in site, user/customer
- site layout, page layout, site navigation
- text, navigation, links, graphics, background, general design, rich media
- increase sales, cost savings, accessibility to audience, wider audience reach, available 24hrs a day/7 days a week
- types of pages (Home, About Us, Terms and Conditions), downloads, mailto: links, products, information, services, third party advertising.

Be able to plan the development of a new multi-page website

For example:
- e.g. business goals, objectives for website, blogging, social networking, information provision
- what will users need/want to do, general public, audience targeted by age, gender, interests
- obtain information, purchase products, establish user trust in site, user/customer testimonials, first impressions
- site layout (e.g. creating a site map, identify site structure and navigation, identify content for individual page)
- page layout (shared borders [top, bottom, left, right], page body [text and graphics], navigation bars and buttons)
- site navigation (navigation bars, links back to home, parent and child pages)
- types of pages (Home, About Us, Terms and Conditions, Contact Us), downloads, mailto: links, products, information, services, third party advertising
- screen display sizes, colour schemes (web colours supported), font styles, multi browser compatibility, W3C guidelines and accessibility recommendations, WaSP Web Standards
- costs such as hosting, copyright, royalties, other services; timing of launch

- production plan, resources, timings, personnel, plus a relevant launch date, plan for feedback
- budget feasibility, budget based on professional rates, timescales, costs such as hosting
- libel, copyright, intellectual property rights, privacy, protection of personal data, bullying stalking, impersonating others, misrepresentation, royalties
- potential revenue, for example, advertising space, sponsors etc.

Be able to create a new functional multi-page website

For example:
- use of templates/master pages/css, applying colour schemes and text styles
- text, graphics, image resolution (number of pixels), image format (GIF, JPG, PNG), use of 'alt' text
- sound, video, animation, lists, tables and forms, internal and external hyperlinks, relative and absolute references/links, downloadable documents, files and software, interactive features, uses of PHP, uses of scripting, streaming video, web television, gaming, online software applications, P2P applications
- search engine optimisation techniques, optimise html code for page loading times, use of developers comments in the code, version control
- file/folder naming conventions, site updates, uploading a site using FTP, publishing a website, updating changed pages only to published sites
- online comment box, email response form, online questionnaire.

Be able to conduct target audience user testing on their new functional multi-page website

For example:
User testing with target audience/peer group, use of test plans, use of questionnaires/test sheets, multiple browser testing etc.

Be able to evaluate their new functional multi-page website

For example:

- how the content fits the purpose
- suitability of content
- ease of navigation
- aesthetic quality
- areas for potential improvement.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with other units for instance 17, 18, 20, 21, 31, 32 and 34.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: Learners should review the primary benefits and advantages of contrasting websites, such as a retail site, information site or entertainment site and the types of pages that are commonly found on these websites. It may help learners to select websites, which they have accessed for goods, entertainment or games as they can use their own experiences. Suggested evidence could include a written report, annotated screen grabs with accompanying notes, audiovisual commentary, blog

P2/M1/D1: Learners should plan a range of different types of pages for use on a website. Suggested pages include 'home', 'about', 'products', 'feedback', 'links', 'contact' although alternatives may be considered as appropriate to the website being developed. Learners should consider how their new multi-page website will appeal to their target audience, they may find it helpful to draw upon their analysis in P1 particularly when considering what they are

the target audience enjoyed, expected from the websites they have accessed recently. Development timescales and an awareness of cost implications should be considered in addition to basic design rules. Reference should be made to web standards identified by WaSP and W3C (The World Wide Web Consortium) in order to make sure the design of the site meets accessibility guidelines. Evidence could include a site organisation map flow diagram, navigations system, page elements, photos, masthead etc.

P3/M2/D2: The final website should have a broad range of content to include text, graphics, images, lists, tables, forms, hyperlinks and downloadable forms. Learners should ensure that any graphics and images inserted into the web pages should have hyperlinks and 'alt' text. Image thumbnails may have a link to a larger image. The html code should have comments added by the learner to document their work. The code should also be optimised to improve the page loading times and learners should include rich media such as sound, video and animation, the website could also include a form whereby the viewer of the website can submit information back to the owners/host – this could be illustrated by a feedback page for example. The website could also include a downloadable document so that a viewer can 'right click' and save the target file to their computer. Note that it is not expected that learners will be able to create PHP and/or scripting. Learners should, wherever possible, use and apply an industry standard method by which the layout for all pages is standardised where possible to produce a professional site design architecture, this may be demonstrated through the use of a stylesheet language, theme or template.

P4: Reference should be made to the location where the feedback form information (or any other form contents) is stored. This may be within a folder on the website or sent as a 'mailto:' link. As part of the site testing in a web browser, learners should enter information onto the feedback form and submit this as normal. Checks should be made to make sure all the information was stored as entered and in the correct location so that the information may be retrieved. A printout (or electronic file) of the information retrieved may be supplied with the work. Learners should verify that all 'mailto:' links used on the website open an email program on the host computer. Downloadable files should be checked to ensure it is possible to 'right click and save the target file'. Where possible, the website should be tested for

compatibility with a number of different browsers such as Internet Explorer and Mozilla Firefox. Feedback comments on the site navigation, structure, layout and content may be obtained from peers and tutors.

P5/M3: Feedback comments on the site navigation, structure, layout and content, which have been obtained in assessment objective P4 should be reviewed as part of the final evaluation considering areas for improvement and further developments. This may be illustrated with an action plan along with suitable references to a system version control of the files, folders and the published website. It is useful if learners annotate their work to clarify changes and developments. This also serves to enforce achievement of the grading criteria and can provide evidence of aesthetic judgments, critical analysis and planning.

Wherever possible, links should be made with local practitioners. In this way learners could be provided with direct experience of professional practice through 'live projects'.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Thompson, Philip (2006)	*Website Essentials: A Guide to Planning, Designing and Managing Your Website* Frogeye Publications
MacDonald, M (2009)	*Creating a Web Site: The Missing Manual* Pogue Press (2nd edition)
Lloyd, I (2008)	*Build Your Own Website The Right Way Using HTML & CSS* SITEPOINT (2nd edition)
Beaird, J (2007)	*The Principles of Beautiful Web Design* SITEPOINT

Websites

www.businesslink.gov.uk

www.thetimes100.co.uk

LINKS TO NOS

Skillset – Interactive media and computer games (2009)

IM1	Work effectively in interactive media
IM2	Obtain assets for use in interactive media products
IM5	Design user interfaces for interactive media products
IM6	Use authoring tools to create interactive media products
IM12	Devise and evaluate user testing of interactive media products
IM13	Conduct user testing of interactive media products
IM15	Write and edit copy for interactive media products
IM17	Architect interactive media products
IM19	Use style-sheets in interactive media products

ENTO – Health and Safety Standalone Units

HSS1	Make sure your own actions reduce risks to health and safety

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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