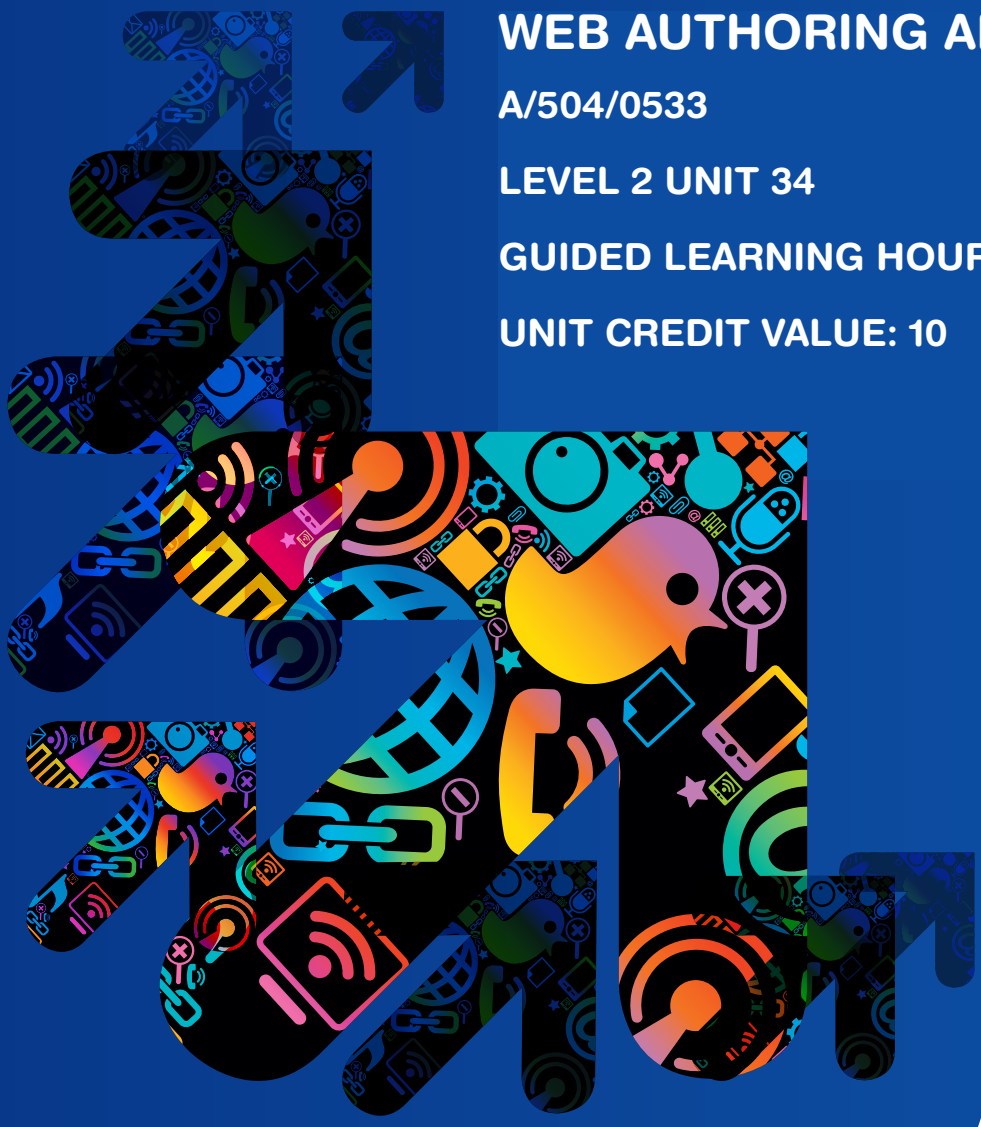
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



WEB AUTHORING AND DESIGN

A/504/0533

LEVEL 2 UNIT 34

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

WEB AUTHORING AND DESIGN

A/504/0533

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand how different commercial websites work. Learners will be able to plan for the development of websites, and use web authoring and design skills to create a new website. Learners will also understand how to test, and review the 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 how different commercial websites work	P1 Learners review a range of contrasting commercial websites, identifying: a) purpose b) target audience c) information flow d) features e) content		
2 Be able to plan for 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	M1 Learners provide detailed planning for the design of the website and consider how information flows and pages link	D1 Learners consider how visitors will navigate the website. They give reasons for their content and design choices that relate to the target audience. The information provided on launch date and timescales is realistic
3 Be able to create a new multi-page website	P3 Learners apply web authoring skills by creating a new competent functional multi-page website that includes text and graphics	M2 Learners demonstrate proficient design skills. The new multi-page website produced has consistent style across pages and is suitable for the target audience. The website produced is generally of a good technical standard	D2 The new multi-page website produced by learners includes relevant rich media. The website produced is generally of a high technical standard
4 Be able to test a new multi-page website	P4 Learners test the new website created, including: a) navigation b) internal and external hyperlinks c) page load times d) house style		
5 Be able to review the new website created	P5 Learners give their personal opinion of the new website they have created, including any strengths and/or weaknesses	M3 Learners use the results of their testing to suggest improvements to the website's 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 how different commercial websites work

For example:

- information, e-commerce, promotion/advertising, downloads
- age, gender, interests, spending power, lifestyle
- site layout, page layout, site navigation
- text, navigation, links, graphics, background, general design, rich media
- types of pages (Home, About Us, Terms and Conditions), downloads, mailto: links, products, information, services, third party advertising.

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

For example:

- e.g. business goals, objectives for website
- age, gender, interests, spending power, lifestyle
- 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
- production plan, timing of launch, resources, timings, personnel plus a relevant launch date.

Be able to create a new 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
- rich media (e.g. sound, video, animation), lists, tables and forms, internal and external hyperlinks, downloadable documents, files and software
- website could include a homepage and at least 2 linked pages, one of which could be a feedback page

Consider:

- use of developers comments in the code, version control, optimise html code for page loading times, use of search engine optimisation techniques
- file/folder naming conventions, site updates, uploading a site using FTP, publishing a website, updating changed pages only to published sites.

Be able to test a new multi-page website

For example:

- use of test plans, use of questionnaires/test sheets, multiple browser testing etc.

Be able to review the new website created

For example:

- how the content fits the purpose
- suitability of content
- ease of navigation
- aesthetic quality.

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 the other units including 14, 15, 16 and 31.

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 may find it helpful to draw upon their own experience of accessing websites, particularly when considering what would appeal to a target audience, based on their own likes and dislikes of the site/s accessed. 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, navigation 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: as part of the site testing in a web browser learners should verify that all internal and external hyperlinks are operational, they should also test the site navigation, how long the page takes to load, etc. Where possible, the website should be tested for compatibility with a number of different browsers such as Internet Explorer and Mozilla Firefox. Learners could evidence their test through screen grabs with written commentary or an audio commentary over visuals, making specific reference to how the website functions in comparison with expectations.

P5/M3: learners use the information they gained from testing their website in **P4** to make comments on the site navigation, structure, layout and content and suggested improvements. The website should be reviewed with regards to aesthetic judgements, ease of navigation, suitability for purpose for example.

Wherever possible, links should be made with local web designers, as if possible, this would offer learners 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

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

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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