Higher National Unit specification: general information

Unit title: Website Design: Multimedia Content Creation

Unit code: FW5D 34

Superclass: CE

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Unit purpose

This Unit introduces candidates to some of the key factors to be considered when incorporating multimedia into a website. Candidates will look at why multimedia is used and how it can be used effectively on websites. The Unit then progresses to creating basic multimedia content whereby candidates are introduced to some of the basic skills required to create graphics and animation. The Unit then introduces how to apply certain multimedia file formats to web pages using links and plug-ins.

On completion of the Unit the candidate should be able to:

1 Demonstrate knowledge of multimedia used on websites.
2 Create graphics.
3 Create an animation.
4 Apply multimedia elements to a web page.

Recommended prior knowledge and skills

Access to this Unit is at the discretion of the centre. Candidates should be familiar with a computer operating system and have some knowledge of websites. It would also be beneficial if candidates have some basic knowledge of creating media elements, but this is not essential. The successful completion of graphics or animation Units at HN level or NC Digital Media Computing at SCQF level 5 or 6 would be a good foundation for candidates progressing to this Unit.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills	None
Core Skill component(s)	Critical Thinking at SCQF level 5 Providing/Creating Information at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment

Outcome 1 is a closed-book assessment and should take the form of a set of objective questions. This must be carried out under supervised conditions.

Outcomes 2, 3 and 4 are all open-book practical assessments which should be carried out under supervised and unsupervised conditions. These three Outcomes can be assessed individually or integrated into one holistic assessment. These can be carried out as individual or group assessments. If a group approach is used, each candidate must still achieve all the minimum Evidence Requirements.

Higher National Unit specification: statement of standards

Unit title: Website Design: Multimedia Content Creation

Unit code: FW5D 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate knowledge of multimedia used on websites.

Knowledge and/or Skills

- Purpose of multimedia
- Multimedia design considerations
- Graphics
- Animation
- Audio and video
- Playback methods

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- Identify the purpose and usefulness of multimedia, eg using animation and SVG to facilitate learning and advertising, rich media
- Identify multimedia web design principles, eg target audience system capabilities, metaphors, selection based on function and purpose
- Identify appropriate multimedia technologies for a site based on usability criteria
- Identify accessibility issues and solutions related to multimedia (eg text-reader capability, captioning)
- Evaluate image colours to determine effectiveness in various cultures
- Distinguish between vector and raster graphic types and file formats
- Identify and choose appropriate graphic file formats for browsers and/or end users
- Identify characteristics of vector formats for the web, eg SVG, SWF
- Identify the benefits and drawbacks of using stock photography when developing a site (eg license-free vs licensed stock photos, increase in project speed, reduction in creative control)
- Identify features of animation, eg tweening, keyframes, masks, transparency, interactivity, sound
- Identify features of animated file formats and animation software, eg streaming, timelines, layers, transparency, interactivity, behaviors
- Identify a factor relating to audio and/or video used on the web, eg purpose, file format, streaming media, embedded media.
- Identify plug-in/viewer technology to support various file types (eg Portable Document Format [PDF], Scalable Vector Graphics [SVG], Flash/SWF technologies, Applets)

Evidence Requirements

This is a closed-book assessment which should take the form of a set of objective questions. This assessment must be carried out under supervised conditions and should last no more than one hour.

The assessment must consist of 20 questions which sample across the range of Knowledge and/or Skills of the Outcome. The sample must change on each assessment occasion. Candidates must achieve 60% of the overall marks.

Assessment Guidelines

The assessment could be administered in separate parts. For example the questions about graphics could be administered alongside or after Outcome 2.

Outcome 2

Create graphics.

Knowledge and/or Skills

- Features of graphics software applications
- Image manipulation techniques
- Graphics creation tools
- Accessibility
- File formats
- Optimisation techniques
- Metadata

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- Apply relevant document settings
- Use a range of relevant graphics software features, eg animation, drawing, paint, text tools, layers to create a graphic
- Perform common image manipulation techniques (eg cropping, rasterizing, adding text to existing images, modifying dimensions, modifying resolution, choosing bit depths)
- Create a transparent graphic/image, eg gif, png
- Apply any relevant colours for the specified culture(s)
- Edit a photo realistic image for inclusion in a web page. The image could be a composition forming part of the graphic
- Insert metadata into an image to enable accessibility and to enable higher page ranking in search engines

- Apply relevant accessibility features
- Optimise graphics and images for their intended purpose, eg slicing, reducing bit depth
- Select appropriate file formats for browser-compatibility issues and the lowest common denominator in audience usability

This is an open-book assessment, which has to be carried out under supervised and unsupervised conditions.

Assessment Guidelines

Candidates could be given a brief or range of scenarios on which to base the assessment tasks. The graphic(s) could be a simple banner, logo, menu with rollover buttons. It is expected that candidates would be able to produce the graphic(s) in approximately two hours minimum.

Candidates are not expected to produce highly complex graphics. They are not being assessed on their creative capabilities but on how to use the fundamental tools and techniques to create graphics and how to apply the correct properties and gain an appreciation of these. It is more important that candidates can produce a suitable and simple graphic(s) competently, with little or no assistance, than to produce a complex composition/graphic(s). Whilst candidates are not being assessed on their artistic skills they should be encouraged to apply good multimedia design principles covered in Outcome 1.

It is recommended that this Outcome is delivered in tandem with the respective graphics knowledge elements in Outcome 1.

This can be carried out as individual or part of a group assessment. If a group approach is used, each candidate must achieve all the minimum Evidence Requirements.

This assessment could be integrated with another Unit were candidates have to produce a website or other interactive media product.

Higher National Unit specification: statement of standards (cont)

Unit title: Website Design: Multimedia Content Creation

Outcome 3

Create an animation.

Knowledge and/or Skills

- Features of animation software
- Animation creation tools
- Animation techniques
- Enhanced animation features
- Accessibility
- File formats
- Optimisation techniques
- Publishing for delivery

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- Create an appropriate animation for a website
- Create an animation using features of software such as:
  - streaming
  - timelines
  - vectors
  - drawing tools
  - colour and fill features
  - masks
  - any other suitable feature(s)
- Apply relevant accessibility features to the animation
- Apply any relevant colours for the specified culture(s)
- Create at least one vector graphic for inclusion in the animation, eg AI, SVG
- Apply fundamental animation techniques using appropriate tools of the chosen software application, such as:
  - different types of frames, eg keyframes, blank frames, normal frames
  - composition features, eg layers, channels
  - editing, eg transform, reverse keyframes,
  - frame-by-frame animation and/or tweening, eg shape, motion, motion paths
- Enhance the animation using features such as buttons, interactivity, scripts, movie clips, masks, sound
- Use appropriate animation file formats for browser-compatibility issues and lowest common denominator in audience usability
- Publish the animation using appropriate settings

Higher National Unit specification: statement of standards (cont)

Unit title: Website Design: Multimedia Content Creation

Evidence Requirements

This is an open-book assessment, which has to be carried out under supervised and unsupervised conditions.

Assessment Guidelines

Candidates could be given a brief or range of scenarios on which to base the assessment tasks. The animation could be a simple rich media ad (streaming or embedded), rollover buttons, a flash symbol. Interactivity could be added to this, eg JavaScript, ActionScript, using in-built coding features. 2D animation is recommended however, 3D animation can be used if the context of the course requires this. It is expected that Candidates would be able to produce the animation in approximately two hours minimum.

Whilst candidates are not being assessed on their artistic skills they should be encouraged to apply the good design principles covered in Outcome 1. It is more important that candidates can produce a suitable and simple animation competently, with little or no assistance, than to produce a complex animation.

It is recommended that this Outcome is delivered in tandem with the respective animation knowledge elements in Outcome 1.

This can be carried out as individual or part of a group assessment. If a group approach is used, each candidate must achieve all the minimum Evidence Requirements.

This assessment could be integrated with another Unit where candidates have to produce a website or other interactive media product.

Higher National Unit specification: statement of standards (cont)

Unit title: Website Design: Multimedia Content Creation

Outcome 4

Apply multimedia elements to a web page.

Knowledge and/or Skills

- Plug-ins and add-ons
- Downloadable files
- Applying media to web pages

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- Apply appropriate plug-in/viewer technology to web pages to support various file types (eg Portable Document Format [PDF], Scalable Vector Graphics [SVG], Flash/SWF technologies)
- Install plug-ins, common and standard ones
- Create an X/HTML link to a downloadable file
  - links to files and plug-ins
- Implement a functional graphic(s) and/or image(s) into a web page
- Implement an animation and vector graphic, eg SVG file, into a web page
  - test for any plug-ins required to play the animation
- Create, embed and test another add-on, eg Java Applet

This is an open-book assessment, which has to be carried out under supervised and unsupervised conditions.

Assessment Guidelines

It would be best to integrate the tasks with Outcomes 2–3. This can be carried out as individual or part of a group assessment. If a group approach is used, each candidate must achieve all the minimum Evidence Requirements.

Higher National Unit specification: support notes

Unit title: Website Design: Multimedia Content Creation

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is one of the mandatory Units for the PDA in websiteDesign at SCQF level 7 and an optional Unit for the HNC Interactive Media (G8LT 15) and HND Interactive Media (GE9Y 16).There are a number of Units that can be cross assessed and/or delivered with this Unit, particularly from these Group Awards (see Guidance on Delivery and Assessment). This can also be taught as a stand-alone Unit.

The PDA in Website Design at SCQF level 7 focuses on how to manage the web site development process, the role of the web designer, site design from several perspectives such as users and clients, business goals, content creation, developing web pages using client and server technologies, publishing and marketing a website. The end result is that candidates have produced prototype web pages for inclusion in their portfolio. The PDA Website Design at SCQF level 7 maps to CIW (Certified Internet Web Professional) Web Design Specialist course — further details can be found at the end of this section.

This Unit introduces candidates to some of the key factors to be considered when incorporating multimedia into a website and how to create multimedia elements.

In terms of creating media elements the emphasis is on developing experience of using basic techniques competently more so than creative ability. It is more important that candidates focus on a smaller number of formative exercises to gain competence rather than try to and learn entire applications and create complex graphics, unless they already have experience.

Current technologies should be applied where possible. Whilst not compulsory it is recommended that industry standard software, eg Adobe Fireworks/Illustrator/Photoshop, Corel Draw/Paint, Microsoft Expression is used throughout this Unit.

Candidates should be made aware early on that work produced in this Unit can form part of their web design portfolio therefore the common features of such should be encouraged and the importance of a portfolio should be discussed.

Outcome 1

Outcome 1 introduces the concept of multimedia, its purpose, how it's used to engage users, aid usability, metaphors, accessibility, appropriate use of media types, browser and platform support, bandwidth, performance, advantages and disadvantages, design principles, skills and software required. Candidates should be exposed to various good and bad examples (eg flashing animation, unnecessary use) to help them understand the theory. Discussion should extend to the term 'rich media' and how this is being used on the web.

Higher National Unit specification: support notes (cont)

Unit title: Website Design: Multimedia Content Creation

Each media type should be covered including images, graphics, animation, audio and video. Discussion should be based on what each type is best used for, disadvantages, their main characteristics, file formats, plug-ins required, accessibility, copyright issues, support for metadata and any other relevant information.

Emphasis should also be placed on how multimedia can be used to engage users and create rich media content such as adverts, e-learning and training materials. Current practice and emerging developments should be discussed.

The difference between bitmap graphics/images and vector graphics, typical formats such as SWF, FLA, SVG, JPEG, GIF and graphics creation and editing software should be discussed. Candidates should be made aware of the different characteristics of bitmaps and vectors such as bit depth, image resolution, palettes, dithering, anchor points, Bezier curves. If discussing SVG, typical characteristics would be XML-based, two-dimensional, searchable, scalable, zoom support. The difference between formats for editing, eg PSD, AI and publishing (eg swf, gif) and how the choice of published formats is affected by the delivery medium and end users system, should be taught.

2D Animation is primarily intended for this Unit, but 3D animation can be used as well if this is more relevant for the Candidate group. It may be pertinent to show examples of both types.

A general overview of audio and video is only required. This should include the difference between playback methods (eg downloaded, embedded, streaming) and the main file formats used, eg aiff, swf, au, mid, mov, mp3, wav, wma.

A range of current plug-ins and their support for different file formats should be covered. These should be compared to Java Applets or a similar technology (if still applicable). Applets should be introduced in terms of characteristics, small file sizes, security (eg sandbox), performance, cross platform, multi-threading, functionality and authoring tools to create them. Browser support for different plug-ins and Applets, particularly for older browsers and browsers for other devices should be reviewed.

Candidates are not required to learn how to program Java Applets only how to apply them to a web page and test them. A brief overview of Java and its main strengths should be discussed. Candidates could be provided with a simple animated applet and asked to apply it to a web page as part of an assessment.

Copyright status should be referenced when discussing media. Whilst Outcome 1 specifically focuses on the use of stock photography, candidates should also be made aware that royalty free options are available for a range of media types. Typical companies such as Getty Images (www.gettyimages.com) and iStockphoto (www.istockphoto.com) could be used as examples. Comparisons with other levels of rights such as copyrighted, Creative Commons and public domain media may also be useful.

The fundamental design principles of layout, graphics, colour psychology and user interaction should be referenced when reviewing examples — these would be covered in more depth in another Unit such *as FW5C 34: Website Design: Planning and Design*, *F1VV 34: User Interface Design* or a Human Computer Interface (HCI) Unit.

Higher National Unit specification: support notes (cont)

Unit title: Website Design: Multimedia Content Creation

Outcome 2

Outcome 2 introduces candidates to the main tools and features of graphics software for editing, manipulating and creating bitmaps. The aim is to produce functional graphics that complement a web page. At a minimum, candidates are expected to gain experience using the features and tools listed in the Evidence Requirements of the Outcome. Others can be taught if relevant, if they help candidates to grasp the basics or extend their knowledge further if they are already experienced.

It is recommended that candidates gain some experience of using industry standard proprietary software, eg Adobe Photoshop, Fireworks, Corel PaintShop Photo Pro. Non-proprietary software such as word processing software with image editing tools is unlikely to provide candidates the Outcome and level of experience they need or that is intended for this Unit.

Document settings such as canvas, size, dots per inch/pixels per inch, background transparency should be explored for different formats and purposes. A range of file formats should be explored including native, editable and published formats, eg Gif, JPEG, PNG, PSD, AI, FLA, SVG, SWF.

Candidates should also be exposed to examples of using different file formats in a range of different browsers such as older browsers, mobile browsers, platforms etc so that they can clearly understand what does and doesn't work.

Basic SEO (Search Engine Optimisation) techniques for images are required whereby Candidates will add metadata into graphics. The relevant rules for metadata should be applied.

The Outcome finishes with looking at different optimisation options (eg slicing, reducing bit depth and dpi) and how these differ depending on what the bitmap is going to be used for.

Outcome 3

Outcome 3 extends the knowledge and skills of Outcome 2 further and deals with how to apply animation techniques to graphics. It is recommended that 2D animation is taught however, 3D animation can be used if this is more relevant for Candidates. The Outcome also looks at how to create graphics for different animation techniques. For example a simple motion tween that only requires one graphic to be used compared to frame-by-frame animation where several graphics need to be used and played back at the appropriate FPS (Frames Per Second).

Candidates should be exposed to a range of features to enhance animation, in particular interactivity. Using in-built coding features would be adequate but hand coding could also be used if it is pertinent to the candidates course. Simple scripts are only required e.g button interactivity. Typical scripting languages would be JavaScript, ActionScript, Lingo.

Software with animation features may be sufficient for some techniques however it is recommended that candidates are also exposed to dedicated animation software to gain a better understanding of what professionals use.

Candidates should be made aware of accessibility issues with animation and will be shown how to apply solutions in their own animations.

Outcome 4

Outcome 4 deals with how to apply plug-ins so that relevant media can be viewed once it's on the World Wide Web. This Outcome also deals with how to create a link so that files such as PDFs, ZIP files and Microsoft Word documents can be viewed or downloaded.

This Unit would be a good precursor to dedicated graphics and animation Units at HNC and HND level.

Mapping to CIW Web Design Specialist

This Unit maps to elements of the CIW Web Design Specialist course. At the time of writing the course covers:

- Website Development Essentials (such as the site development process, customer expectations, and ethical and legal issues in web development)
- Web Design Elements (such as aesthetics, the site user's experience, navigation, usability and accessibility)*
- Basic Web Technologies (such as basic Hypertext Markup Language [HTML])
- Extensible HTML [XHTML] and extended technologies, image files, GUI site development applications, site publishing and maintenance)
- Advanced Web Technologies (such as multimedia and plug-in technologies, client-side and server-side technologies, and web databases)*

This Unit relates to points 2 and 5*. CIW Web Design Specialist consists of 34 lessons. This Unit maps to the content creation lessons (image editing, Adobe Flash, Adobe Fireworks). At the time of writing these are lessons 9, 10, 24 – 29 and 31.

The assessments of this Unit can help to prepare candidates for part of the CIW Web Design Specialist exam. For more information about CIW Web Design Specialist certificate visit http://www.ciwcertified.com/Certifications/Web_Design_Series/design.php

At the time of writing candidates who have already achieved the CIW Web Design Specialist qualification can be automatically credited for the PDA Website Design, provided they produce the relevant proof of certification from CIW.

Guidance on the delivery and assessment of this Unit

It would be best to deliver the practical skills of Outcomes 2, 3 and 4 alongside the knowledge of Outcome 1.

It is recommended that a largely practical approach should be used to deliver this Unit and that candidates are exposed to multimedia creation tools early on. Demonstrations with supporting exercises/labs are expected to be used a lot. Candidates should also be

encouraged to practise practical skills beyond the formative exercises. It may be useful if formative exercises are like mini briefs. This would help Candidates get used to working in this manner, particularly if a brief was being used for the assessments.

There are four assessments in this Unit. Outcome 1 is knowledge based and is assessed by an objective assessment. This could be administered as one assessment or broken down into smaller assessments throughout the Unit. In the latter case the amount of time must not exceed one hour.

Outcomes 2–4 are practical assessments whereby candidates have to produce and implement multimedia elements. These can be assessed as a series of smaller individual tasks throughout the Unit. One holistic project based on a brief could be used for these. As stated in the Assessment Guidelines, Candidates are not being assessed on their creative skills but on their ability to use the tools to create content that is acceptable for use on the Web. For example for Outcomes 2 and 3 Candidates are expected to produce something similar to a simple animated banner advertisement.

The Outcomes can be assessed in any order. This should be based on what is best for Candidates. It may be preferable to assess all knowledge at the end of the Unit once Candidates have gained some practical skills and completed the practical assessments, to help consolidate and understand the knowledge elements better.

Since all the knowledge and skills are intended to be at an introductory level several topics could be covered in a 2–4 hour lesson. The following table provides a suggested delivery schedule for the Unit:

Activity	Hours
Outcome 1	10
Outcome 2	10
Outcome 3	10
Outcome 4	4
Assessment	6

Delivery with the PDA Web Site Design

There is no definitive order that the three Units should be delivered in. The following suggestion is the most natural order of delivery if the one project is being used across the three Units:

1 Website Design: Planning and Design.
2 Website Design: Multimedia Content Creation.
3 Website Design: Development Technologies.

It may however, be preferable to deliver *Website: Multimedia Content Creation* alongside the other Units as candidates are generally keen to start learning practical skills from the start of a course as opposed to knowledge of planning and design:

Higher National Unit specification: support notes (cont)

Unit title: Website Design: Multimedia Content Creation

Primary Unit	Delivered alongside:
Website Design: Development Technologies	Website Design: Planning and Design
	Website Design: Multimedia Content Creation

This example can be adapted for any of the three Units. The order of delivery should be based on what is most beneficial for candidates.

Cross assessment/delivery opportunities with other Units

As stated earlier there are some similarities between this Unit and others in the SQA curriculum particularly those in the HNC/D Interactive Media framework. The closest are as follows (the Units are mandatory unless otherwise stated):

Cross delivery/assessment Opportunities		
Outcome	**Code**	**Unit and Outcome(s)**
1	F1VV 34	User Interface Design Outcome 1 *
	F1YX 34	Digital Imaging: Bitmap & Vector Outcome 1*
	DF64 34	Multimedia Computing: Animation 1 (O) Outcome 1*
2	F1YX 34	Digital Imaging: Bitmap & Vector Outcome 2. There are only a few differences.
	F1VV 34	User Interface Design Outcome 3 for creating a prototype
3	DF64 34	Multimedia Computing: Animation 1 (O) Outcomes 2 & 3. There are only a few differences.
4	F200 34	Web Development: Complex Content (O) Outcome 4

(O) — Optional Unit in the HN Interactive Media
* If candidates have achieved these Units they have also achieved the related Evidence Requirement(s) in this Unit

In addition, if Candidates have achieved any of the following Units they will have covered most, if not more, than the respective graphics and/or animation elements of this Unit. They would only require to be assessed on the differences.

Code	Unit
F208 34	Digital Imaging: Vector Techniques
F207 34	Digital Imaging: Bitmap Techniques
F6BS 35	Digital Imaging: Advanced Bitmap Techniques
F6BT 35	Digital Imaging: Advanced Vector Techniques
F209 34	2D Animation
DE2N 35	3D Modelling and Animation
DE35 35	2D Digital Imaging and Animation

This Unit could also contribute towards others that require a website or interactive media product to be produced such as *F1VS 34: Interactive Media: Planning*, *F1VT 34: Interactive Media: Authoring*, *F6BV 35: Human Computer Interface*, *F6BW 35: Interactive Media Composition* and *F6V5 35: Designing and Developing an Interactive Product*.

Other similar Units not included in the HNC/D Interactive Media could also be considered.

Since the Components of Critical Thinking and Providing/Creating Information at SCQF Level 5 are embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

Open learning

This Unit could be delivered by open-learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. Arrangements would have to be made to ensure that the assessment for Outcome 1 is delivered in a supervised environment under controlled conditions.

Outcomes 2–4 can be submitted electronically. Assessors should use methods to ensure authenticity of candidate evidence, for example telephone interviews.

For information on open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (**www.sqa.org.uk**)

Opportunities for developing Core Skills

This Unit has the Problem Solving component Critical Thinking and the Information and Communication Technology component Providing/Creating Information embedded in it. This means that when the candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking and Providing/Creating Information at SCQF level 5.

There are opportunities to develop the Core Skills of *Problem Solving* (Critical Thinking and Planning and Organising), *Working with Others* (Working Co-operatively with Others), and *Information and Communication Technology* at SCQF level 6.

Problem Solving could be developed through planning and organising tasks for the assessments for Outcomes 2–4. Working in a Project Team could be developed if a team approach is used for Outcomes 2–4.

Information and Communication Technology could be developed through using a range of equipment and software to present information, securing and managing data and carrying out research throughout the Unit.

Higher National Unit specification: support notes (cont)

Unit title: Website Design: Multimedia Content Creation

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Providing/Creating Information at SCQF level 5 embedded.	28/11/11

General information for candidates

Unit title: Website Design: Multimedia Content Creation

This Unit introduces you to some of the key factors to be considered when incorporating multimedia into a website. In Outcome 1 you will start off with looking at why multimedia is used and how it can be used effectively on websites. The Unit then progresses to creating basic multimedia content whereby you will be introduced to some of the basic skills required to create graphics and animation in Outcomes 2 and 3. Outcome 4 then introduces how to apply certain multimedia file formats using links and plug-ins.

On completion of the Unit you should be able to:

1 Demonstrate knowledge of multimedia used on websites.
2 Create graphics.
3 Create an animation.
4 Apply multimedia elements to a web page.

This is mainly a practical Unit whereby you will spend most of your time using relevant software tools to develop graphics and animations. The intention of the Unit is not so much to develop your creative skills but to help you get a good understanding of how to use the software applications properly to create effective content for use on the web. You are only required to create simple graphics and animations however, there may be scope to develop your skills further than this.

There are four assessments. Outcome 1 assesses your knowledge using a set of objective questions. This may be assessed throughout the Unit or at the end. Outcomes 2–4 are all practical assessments. These may be based on a brief and may be carried out as an individual or team assessment. If these are carried out as a team assessment then each team member must achieve all the Evidence Requirements. Your Assessor will inform you of the approach being used.

This Unit may be cross assessed/delivered with other Units particularly if you are studying this as part of the HNC/D Interactive Media.

This Unit is also one of three Units for the PDA in Website Design at SCQF level 7. It also maps to elements of the CIW (Certified Internet Web Professional) Web Design Specialist course and can help you to prepare for that exam. If you already have this CIW qualification you can be automatically credited for the PDA if you provide authentic proof from CIW.