

SVQ for IT Users (ITQ) — level 1 (SCQF level 4)

F9D3 04: Website Software 1

3 SCQF credit points at SCQF level 4

Description: This is the ability to use a software application designed for planning, designing and building websites.

| Outcome | Skills and Techniques | Knowledge and Understanding |
|--|--|---|
| On completion of this Unit the candidate should be able to: | | |
| 1 Plan and create web pages. | <ol style="list-style-type: none">1 Select and use a website design template to create a single web page.2 Enter or insert content for web pages so that it is ready for editing and formatting.3 Organise and combine information needed for web pages.4 Store and retrieve web files effectively, in line with local guidelines and conventions where available. | <ol style="list-style-type: none">1 Identify what content and layout will be needed in the web page.2 Identify the purpose of the webpage and intended audience.3 Identify copyright and other constraints on using others' information.4 Identify what file types to use for saving content. |
| 2 Use website software tools to structure and format web pages. | <ol style="list-style-type: none">1 Select and use website features to help the user navigate simple websites.2 Use appropriate editing and formatting techniques.3 Check web pages meet needs, using IT tools and making corrections as necessary. | <ol style="list-style-type: none">1 Identify what editing and formatting to use to aid both clarity and navigation. |
| 3 Publish web pages to the Internet or an intranet. | <ol style="list-style-type: none">1 Upload content to a website.2 Respond appropriately to common problems when testing a web page. | |

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

NB: It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code WS: Website Software level 1. It has a stated number of SCQF credit points = 3 at SCQF level 4.

Support Notes

Summary

A SCQF level 4 (ITQ level 1) user can use basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates. Any aspect that is unfamiliar will require support and advice from others.

Website software tools and techniques will be defined as 'basic' (foundation level) because:

- ◆ the software tools and functions involved will be predefined or commonly used
- ◆ the range of inputting, manipulation and outputting techniques are straightforward or routine
- ◆ the template used for the content will be predetermined or familiar

Examples of context which illustrate typical activities which might be undertaken by users:

- ◆ personal webpage or blog created in social networking
- ◆ learning or auction site
- ◆ information pages created within web
- ◆ content management system

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Guidance on examples of evidence

Outcome 1

Content and layout: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions); images (eg still photographs, diagrams); numbers (eg tables, charts or graphs); background (eg colours, gradients, patterns, textures).

Web site templates: Design layout will vary according to the template, but may include: text (eg body text, headings, captions); images (eg still photographs, diagrams); numbers (eg tables, charts or graphs); background (eg colours, gradients, patterns, textures).

Combine information: Combine images with text (eg photo captions); presentation with audio and/or video; numbers with charts and graphs.

Copyright constraints: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions.

File types: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3).

Store and retrieve: Files (eg create, name, open, save, save as, print, close, find).

Outcome 2

Website features: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots).

Editing techniques: Editing techniques will vary in line with the type of information, for example select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position.

Check web pages: Spell check, grammar check, word count; image size, alignment and orientation; suitability of file format.

Outcome 3

Upload and publish website: Upload content to a template.

Website testing: View web page using browser software.

Problems with websites: Problems may vary, but could include: content that is not appropriate for the template or missing; text that is unreadable or missing; images that are oriented or sized wrongly.

Guidance on examples of evidence

Outcomes 1–3

A portfolio of evidence proving the users competence in creating a personal webpage or a blog created in social networking, learning or auction site; information pages created within web or content management system. This could include screen shots, witness or personal testimony statements, sketches, drawings etc of the planning stages as well as physical evidence of the webpage etc created.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of multiple-choice questions (say 16–20 questions) or candidate statement or expert witness testimonial statements or a semi structured interview could be employed. Either one or a combination of these methods would be appropriate. If oral questioning techniques are employed it is essential to keep a record of the questions asked, together with a record in a suitable format of the candidate's responses to these for evidence purposes.

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