SVQ for IT Users (ITQ) — level 2 (SCQF level 5)

F9D4 04: Website Software 2

4 SCQF credit points at SCQF level 5

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　Create structures and styles for websites.	1　Plan and create **web page templates** to layout. 2　Select and use **website features** and structures to help the user navigate round web pages within the site. 3　Create, select and use **styles** to keep the appearance of web pages consistent and make them easy to understand. 4　**Store and retrieve** files effectively, in line with local guidelines and conventions where available.	1　Describe what **website content and layout** will be needed for each page. 2　Describe how **copyright and other constraints** may affect the website. 3　Describe what **access issues** may need to be taken into account. 4　Describe what **file types** to use for saving content.
2　Use website software tools to prepare content for websites.	1　Prepare content for web pages so that it is ready for editing and formatting. 2　Organise and **combine information** needed for web pages including across different software. 3　Select and use appropriate **editing and formatting** techniques to aid both clarity and navigation. 4　Select and use appropriate **development techniques** to link information across pages. 5　Change the **file formats** appropriately for content. 6　**Check web pages** meet needs, using IT tools and making corrections as necessary.	

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
3 Publish websites.	1 Select and use appropriate **testing methods** to check that all elements of websites are working as planned. 2 Select and use an appropriate programme to **upload and publish the website**. 3 Respond appropriately to **problems with multiple page websites.**	1 Identify any quality problems with websites and how to respond to them.

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 2. It has a stated number of SCQF credit points = 4 at SCQF level 5.

Support Notes

Summary

A SCQF level 5 (ITQ level 2) user can select and use a wide range of intermediate website software tools and techniques to produce multiple-page websites. Any aspect that is unfamiliar may require support and advice from others.

Website software tools and techniques will be defined as 'intermediate' because:

♦ the software tools and functions involved will at times be non-routine or unfamiliar
♦ the choice and use of development techniques will need to take account of a number of factors or elements
♦ the user will take some responsibility for planning the website, creating or altering the template, inputting, manipulating, linking and uploading the content

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

♦ create a multiple page website with menu-driven navigation for a sports club
♦ set up family site with photographs and linked pages for each family member

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.

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); structure (eg frames, side bars); moving images (eg animation, video clips); sound (eg clips linked to navigation, background music, video sound track).

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

Website features: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups); multimedia (eg sound linked to actions, video clips, sound track).

Web page templates: Design layout will vary 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); structure (eg frames, side bars); moving images (eg animation, video clips); sound (eg clips linked to navigation, background music, video sound track).

Web page styles: Styles will vary according to the different elements of the website design, but may include: typeface (eg font, colour, size and alignment of headings, captions or body text), lines (eg type, thickness and colour of borders, tables, diagrams).

Access issues: The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (eg from different browser software, connection type, size of web page contents).

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, share); version control; import/export; file size; folders (eg create, name).

Outcome 2

Combine information: Combine images with text (eg photo captions); presentation with audio and/or video; numbers with charts and graphs; text alignment, captions, text wrap; behind, in front, grouping.

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, change templates.

Development techniques: Creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language.

File formats: Change format of documents to RTF or HTML.

Check web pages: Will vary depending on the content but may include, for example: text (spell check; grammar check, type face and size, hyphenation); layout (page layout, margins, line and page breaks, tables, frames, sections); images (size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution).

Outcome 3

Testing methods: Methods will vary but may include: viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links.

Problems with websites: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly, navigation that does not work as planned; multimedia features (eg sound levels, image resolution, synchronisation of sound and images).

Upload and publish website: Upload content to a template, use file exchange programme to upload and publish (eg FTP or HTTP).

Guidance on examples of evidence

A portfolio of evidence proving the users competence in creating a multiple page website with menu-driven navigation for a sports club or the setting up of family site with photographs and linked pages for each family member. The portfolio of evidence could include Screen shots, personal and/or witness testimony statements together with sketches, drawings etc. of the initial planning stages of the project. Details of the effective storage arrangements for the files should be included.

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**