SQA Advanced Unit Specification

General information

Unit title: Website Design: Planning and Design

Unit code: HR8N 47

Superclass:	CA
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Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit introduces key factors involved in managing the website development process. Candidates will be taught how websites are developed as managed projects and the fundamental aspects of planning and design. This Unit deals with how to put this knowledge into practice. Candidates will assume the roles of web designer and project manager, as they work through planning and design tasks of the website development process.

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

1   Demonstrate knowledge of factors involved in planning and designing a website.
2   Plan and design a website.

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. The successful completion of *HR7M 47: Web Development Fundamentals*, *G902 47: PDA Web Technologies: Fundamentals*, NC Digital Media Computing or Web Units at SCQF level 5 or 6 would be a good foundation for candidates progressing to this Unit.

Credit points and level

1 SQA 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 National 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
                              Planning and Organising at SCQF level 6

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.

Outcome 2 is an open-book practical assessment that should be carried out under supervised and unsupervised conditions. Assessors should use methods to ensure themselves of the authenticity of the Candidate's evidence.

Statement of standards

Unit title: Website Design: Planning and Design

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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 factors involved in planning and designing a website.

Knowledge and/or Skills

- Nature of the web
- Current trends
- Team members
- Project management fundamentals
- Website development processes
- Ethical and legal Issues
- Interface design
- Metaphors
- Content
- Usability
- Accessibility
- Navigation Concepts
- Browsers
- SEO (Search Engine Optimisation)

Evidence Requirements

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

- Identify a reason why creating information for the web is different from mass media
- Explain an aspect of the website development process, eg bottom-up approach
- Determine a factor of site project implementation (eg stakeholder input, client expectations, users needs, time frame, scope, desired functionality, required technologies)
- Identify website characteristics and strategies and resources to enable them (eg interactivity, multimedia, navigation, database integration)
- Identify responsibilities of a web development team member
- Define the collaborative nature of a project, eg purpose, benefit, tools used
- Define ethics and distinguish between legal and ethical issues
- Identify an international legal issue, eg fair use, trademarks, contracts

- Define a common web page design or layout feature, eg colour, space and determine a way that design helps and/or hinders audience participation
- Identify site features and technologies to avoid, eg pop-ups
- Identify an accessibility standard/law and a solution to a common user accessibility challenge
- Identify an end-user capability, eg lowest common denominator in usability, playback systems.
- Identify design considerations for different browsers
- Identify website hierarchy/architecture concepts, eg primary and secondary
- Identify common conventions for aiding navigation and site organisation
- Identify a method for improving website hit rates/search engine ranking
- Define a common search engine optimization (SEO) term and identify a common valid SEO technique
- Define web analytics, eg log analysis, page tagging, market research.
- Identify a way that search engines generate revenue by processing search entries from users
- Identify an element of a successful web marketing campaign

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 25 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

This Outcome could be assessed at the end of the Unit once candidates have put the knowledge into practice. It could also be broken down into smaller assessments and administered throughout the Unit. If this approach is used the combined assessment tasks should take no more than one hour.

Outcome 2

Plan and design a website.

Knowledge and/or Skills

- Nature of the web
- Current trends
- Team members
- Project management fundamentals
- Website development processes
- Ethical and legal Issues
- Interface design
- Metaphors
- Content
- Usability
- Accessibility
- Navigation Concepts
- Browsers
- SEO (Search Engine Optimisation)

Evidence Requirements

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

Plan a website
This should include**:**
♦ Vision statement, aims and objectives
♦ Site project implementation factors
♦ End-user details including end-user capabilities, eg lowest common denominator in usability, playback systems
♦ Accessibility considerations including standards and laws that must be adhered to, eg W3C WAI/WCAG, ADA, Section 508, international standards
♦ Functional and non-functional requirements
♦ Browser considerations
♦ Copyright and any other legal considerations, eg fair use, trademarks, contracts
♦ SEO strategy
♦ A project plan or tracking report
♦ Plans for testing (including usability), evaluation and site maintenance

Design a website
♦ Use appropriate design techniques, eg mind mapping, flowcharts, wireframes, storyboards, style guides, mood boards
♦ Create a user centred and friendly design that meets clients and users needs, conveys a site's message, culture and tone
♦ Apply relevant information architecture concepts, eg appropriate page depth for content
♦ Apply appropriate navigation conventions, accessibility requirements, web design principles for layout, colour and typography and page content, including multimedia
♦ Consider and apply branding and metaphors appropriately
♦ Consideration any issues for printing web pages
♦ Develop or obtain written content that conveys the site's message. Professional writing and editing techniques should be considered, eg clear and concise writing, importance of spelling and grammar, style guides, brevity, conciseness, consistency, keywords, jargon, voice and tone (professional, formal, informal).
♦ Produce appropriate Privacy Disclaimers
♦ Manage the project by following the plan/schedule, communicate progress regularly and document any changes in the project plan
♦ Evaluate the project and designs

This is an open-book assessment which should be carried out under supervised and unsupervised conditions. Assessors should use methods to ensure themselves of the authenticity of the candidate's evidence.

At least 60% of these Evidence Requirements must be achieved. It is expected that candidates choose the relevant Evidence Requirements for their website topic to demonstrate that they understand and can apply the fundamental aspects of planning and designing a website.

This can be carried out as an individual or group assessment. In the latter case each group member would have to achieve at least 60% of the Evidence Requirements themselves.

Some of the elements listed under planning and design may overlap, therefore, if it's more apt to have a design element in the plan and vice versa that is permissible. Documentation must be coherent for third parties to understand.

Assessment Guidelines

Candidates could be given a range of topics to choose from, including one of their own. Business scenarios and real life topics required by clients are encouraged more so than personal interest sites. If a real client isn't being used the Assessor can act as the client. Peers and/or the Assessor can act as the client for the evaluation of the design. A project brief and project plan/schedule could be given to the candidates. Alternatively they could produce their own project plan, if time and workload permits this.

It is expected that candidates produce typical planning and design documentation such as a requirements specification, design and architecture specifications. These could consist of a number of documents in paper and/or electronic format. Candidates should be encouraged to produce professional standard documentation. Sketches may be acceptable as long as they are coherent enough for a third party to use.

Candidates should be aware that evidence produced may form part of their own web design portfolio.

Candidates should be encouraged to design for more than one browser.

The evidence produced could be used for a web development Unit or the other Units in the PDA Website Design at SCQF level 7 — *HR8V 47: Website Design: Development Technologies* and *HR8R 47: Website Design: Multimedia Content Creation.*

Support notes

Unit title: Website Design: Planning and Design

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 Website Design at SCQF level 7.There are a number of Units that can be cross assessed and/or delivered with this Unit (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 website 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.

The Knowledge and/or Skills for this Unit should be taught at an introductory level. The additional information in these guidance notes extends the details of the Evidence Requirements. This information is not exhaustive but the scope of content shouldn't go much beyond this.

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 focuses on the knowledge behind some of the main factors of planning and designing a website. These are put into practice in Outcome 2. The scope of the Evidence Requirements are based on some of the objectives of CIW Web Design Specialist.

Nature of the Web and current trends

The Unit should start off looking at how designing a website is different from other forms of media, eg lean back and lean forward. A variety of different types of sites (eg entertainment, information, educational, ecommerce, business) could be discussed to help candidates gauge the main differences particularly with designing for different target audiences and technologies. Some current trends should also be discussed when looking at websites.

Team members

An overview of typical team members such as web developer, designer, project manager, information architect, editors, IT and marketing staff and their roles should be given as well as some basic business facts such as knowing your clients, having a good portfolio, effective marketing and keeping skills current. Tools and methods for collaborative working should also be mentioned.

Project management fundamentals and website development processes

Project management fundamentals should focus on the different phases, documentation, schedules and how to avoid scope creep. The website development process concerns how initial concepts are developed into live sites. This should look at factors such as the bottom-up approach to Web development, the business process, defining a website vision and strategy, project management fundamentals (project stages, planning, documentation development plans, tracking reports, acceptance documents, navigation action plans, site rollout plan) communication, stakeholders and scope creep, change management, Statement of Work (SOW) and documenting customer feedback.

Site project implementation factors, eg stakeholder input, time frame, scope, desired functionality, required technologies, screen resolution issues should be mentioned at this stage. Stakeholders include clients and users. Target audience profiles and how these influence designs is one of the focal points of the Unit. The range of typical characteristics, eg age, gender, culture, background, computer skill and literacy levels should be discussed.

The importance of managing projects should cover communicating progress regularly to ensure that completed project meets stakeholder/client expectations, tracking the project to identify and manage changes in project scope, including scope creep and documenting changes in the project schedule/plan.

The importance of testing and evaluation should be covered. Testing websites properly should be emphasised in particularly usability testing. This should look at who the testers should be (team members, end users) and what it tests (quality of content, easy to use, navigation, coherent information, features, standards). Testing methods and stages could be discussed but these don't need to be assessed. Evaluation should also discuss client acceptance that the site is complete, and the relevant documentation/processes involved in this stage.

Discussion should lead to the purpose of site maintenance and the methods and tools to do this, eg maintenance plan, analysing log files, user feedback, updating and redesigning sites, manual/automatic link checking, version control software.

Ethical and legal Issues

Ethical and legal issues should start off with the basics of copyright including accuracy of the content eg original, copyrighted content, licensing to avoiding infringement.

This should also look at factors such as privacy statements, intellectual property and unacceptable practices such as sending spam, domain name squatting, chain e-mails, spreading malicious code and overcharging clients. Strategies to avoid violating end-user privacy and trust eg refusing to share or sell end-user information, opt-in/opt-out for mailing lists should be covered.

International legal issues, including fair use, trademarks, contracts should be discussed as part of this.

Interface design and metaphors

Fundamental design principles should be covered, in particular how these are used to control a user's focus, convey the correct message and produce a user friendly accessible website. Topics should include visual hierarchy (positioning above the fold and eye tracking), symmetrical/asymmetrical/radial balance, golden ratio, colour, typography, white space, unity, proximity, consistency, emphasis common layout formats (top/left/right navigation, different column layouts), branding, interactivity, navigation, page elements, fonts, lines, logos, symbols, pictograms, images, content style, screen resolution, considerations for the end-user system, tools and techniques for applying consistency, typographical issues for print and standards.

The effective use of colour and contrast should be reviewed, particularly how these can be used to create variety, stimulate users and emphasise messages.

Metaphors should look at examples such as tabbed folder designs, shopping cart, gallery and other current examples and how to use these properly.

Aspects that influence design decisions should be discussed such as users, stake holders, cultural issues and the tone (professional, casual, formal, informal) that needs to be conveyed. It's important to point out at this stage that developers often have to get a good balance between clients' needs and creating an aesthetically pleasing, user friendly design. Emphasis must also be placed on the importance of setting realistic design goals.

Appropriate design techniques to determine structure, appearance and visual consistency, eg mind mapping, flowcharts, wireframes, storyboards, style guides, mood boards could be introduced at this point.

Content, usability and accessibility

The different types of content, ie text, graphics, multimedia, database should be introduced. This should include appropriate use and the resources required to produce them. Usability should look at the factors that make a site easy to use such as quality of content, easy to use navigation systems, search facility, efficient information architecture. At this stage it may be worth raising awareness of common features that are created using client and server-scripting technologies.

Written content should be discussed in terms of the advantages of using a professional writer and editor and the importance of using the correct style and language to convey the sites message plus getting facts right and how an editor can do this. Advantages can include clear and concise writing, style guides, consistency, jargon, achieving the right voice and tone (professional, formal, informal). websites such as http://www.alistapart.com/topics/content/writing/, http://www.useit.com/papers/webwriting/, http://usability.coi.gov.uk/theme/writing-content/writing-for-web.aspx and http://www.bbc.co.uk/journalism/skills/writing-styles/writing-for-the-web/ are particularly useful for this topic.

It is important to point out that when content is being selected developers have to also consider whether it's appropriate for the audience including the un, intended audience, if it's potentially offensive and illegal and any global and cultural perspectives.

Accessibility should cover common user accessibility challenges and solutions, current legislation and guidelines, eg W3C WAI (Web Accessibility Initiative)/WCAG (Web Content Accessibility Guidelines) conformance levels, ADA (Americans with Disabilities Act), Section 508 and any other international standards.

Site features and technologies to avoid should be reviewed such as pop-up windows, pop-under windows, single-browser sites, spam. End-user capability, eg lowest common denominator in usability, playback systems could be discussed again at this stage.

Whilst not part of the Unit it may be relevant to briefly introduce how the choice of web host can have an influence on the design of websites.

Navigation Concepts

Navigation should cover information architecture and site hierarchy concepts such as primary and secondary navigation, the 'three click rule', navigation hierarchy, positional awareness use of icons (labelled and unlabelled), typical navigation elements (buttons, image maps, hotspots, rollover mouse events, drop down menus, navigation bars), breadcrumbs, guided navigation, quick links, browsers and searchers and appropriate navigation/page depth as well as standards.

The importance of meaningful URLs, filenames and organising websites and directories efficiently should also be emphasised.

Browsers

Different web browsers, including those for different devices and less well known ones, should be covered. Discussion should include display considerations, accessibility and what technologies, eg languages, tags, add-ons/plug-ins, media, etc, they are able to support. Browser navigation features, common browser elements (rendering engine, interpreter, sandbox, thread, authentication information storage, encryption engine, download controls) and the function of the different layers of browsers (internet access layer, navigation layer, presentation layer) should be briefly mentioned. Features like TinyURL and CAPTCHA could be reviewed. The importance of testing on browsers particularly for other devices, eg PDAs, should be emphasised.

SEO (Search Engine Optimisation)

This topic should start by looking at look at methods for improving website hit rates and search engine ranking, eg SEO, pay per click [PPC]. SEO should cover common terms (eg keywords, stop words, cloaking, blackballing, black-hat SEO, keyword density, results pages, reciprocal links) and techniques, eg writing quality Web copy, structuring pages using validated HTML and CSS, using page titles, using metadata, using on-site and off-site practices.

Other internet marketing technologies should be mentioned, eg web analytics (onsite & offsite), blogs, meta tags, robots, search engines — how they work and different types — and how ranking works. More emphasise could be placed on metadata. Web analytics is concerned with methods such as log analysis, page tagging and market research.

Discussion should lead to how search engines generate revenue such as by processing search entries from users.

It would also be relevant to mention how a successful web marketing campaign runs by communicating with the marketing team particularly to get user feedback.

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 Mark-up 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 the first two parts*. CIW Web Design Specialist consists of 34 lessons. At the time of writing this Unit is based on Lessons 1, 2, 3 4, 5, 6, 7, 8, 11, 16 and 34 (if discussing Web hosts). 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 at SCQF level 7, provided they produce the relevant proof of certification from CIW.

Guidance on the delivery and assessment of this Unit

Outcomes 1 and 2 would be best to be delivered together. Lessons at the start of the Unit could be a mixture of lectures, discussions and activities. A reverse engineering approach is recommended whereby candidates are exposed to various types and standards of websites which they evaluate and test the usability. All Evidence Requirements could be introduced within the first few lessons then revisited several times throughout the Unit. Most topics can be covered in one hour lessons.

It may be useful early on to have group activities, particularly since this part of the web development process is usually done as a team. Simulated client and developer activities such as meetings may be also useful.

It may be beneficial to demonstrate some of the applications that can be used to implement websites particularly if candidates have never used these before however, it is not necessary to use these tools as part of this Unit.

Designs could be produced in a variety of applications such as word processing and graphics software. Candidates can use ready made graphics and assets. There is unlikely to be time to teach candidates how to use graphics applications unless if this is being delivered with a content creation or graphics Unit.

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Outcome 1

It may be better to carry out the assessment after candidates have grasped the practical elements and therefore have a better understanding of the knowledge in practise. The assessment could also be broken down and administered as a series of smaller assessment tasks over a period of time. If this approach is used the time for the combined assessments must not exceed one hour.

Outcome 2

Candidates should be given the project brief early on in the Unit so that they can start to formulate their own ideas for the plan and design, based on the example websites they are evaluating in lesson activities. A project schedule could be supplied and deadlines set by the assessor. Alternatively candidates could plan their own deadlines, possibly based on a periods of time set by the assessor.

This can be carried out as an individual or group assessment. In the latter case each group member would have to achieve all of the Evidence Requirements themselves.

Delivery with the PDA Website 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 one of the more practical Units alongside this Unit as candidates are generally keen to start learning practical skills from the start of a course as opposed to knowledge of planning and design:

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 Unit

Outcome 1

Elements of this can be cross assessed with Outcome 1 of *HR9Y 47: User Interface Design*. If candidates have already achieved that Unit and Outcome they will have passed this element of Outcome 1 already.

Outcome 2

This Outcome can be delivered with the other Units of the PDA Website Design. Some of the Evidence Requirements for this Unit are more specific than these two Units. Outcome 3 of Interactive Media: Planning covers a lot more about testing. If candidates have already achieved either of these Units to plan and design a website they will have passed most of Outcome 2.

There are a number of other web development units that this Unit may be delivered with. These are listed in the order of most relevance:

HT05 47	Web Development Essential Content
HT0C 48	Software Development: Developing for the World Wide Web
HR9L 48	Software Development: Developing for the World Wide
HP2T 48	Web Development: Dynamically Generated Content
HT0L 48	Web Development: Producing a Data Driven Website
HT5J 47	Web Design: An Introduction

Details of how these exactly map to the Unit can be found in the arrangements document for the PDA Website Design at SCQF level 7.

The assessments can help to prepare candidates for part of the CIW Web Design Specialist exam.

Since the components of Critical Thinking at SCQF level 5 and Planning and Organising at SCQF Level 6 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.

Outcome 2 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 components Critical Thinking and Planning and Organising 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 at SCQF level 5 and Planning and Organising at SCQF level 6.

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), *Communication* (Written Communication) and *Information and Communication Technology* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Problem Solving could be developed by producing a solution to the initial brief. *Working with Others* could be developed if a team approach is used for Outcome 2. *Information and Communication Technology* could be developed when researching ideas for the designs and producing the plans and designs.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: Website Design: Planning and Design

This Unit introduces key factors involved in managing the website development process. In Outcome 1 you will be taught how websites are developed as managed projects and the fundamental aspects of planning and design. Outcome 2 deals with how to put this knowledge into practice. You will assume the roles of web designer and project manager, as you work through planning and design tasks of the website development process.

On completion of the Unit you should be able to:

1   Demonstrate knowledge of factors involved in planning and designing a website.
2   Plan and design a website.

In order to achieve this you will look at different websites and evaluate how effective they are. You will be taught about the main factors that influence the design of a site such as business goals, how to balance client and end-user needs, accessibility standards, legal aspects, user interface design principles, usability and browser and end-user capabilities. In doing so you will also be introduced to the different team members and their roles in the process as well as the fundamentals of project management.

You will be made aware of how projects are continually managed, how to manage clients changing expectations and the pitfalls of 'scope creep'.

Site design will also deal with how to make an attractive interface that meets the purpose of the site and the users' needs. You will also look at using site content and multimedia appropriately.

Methods for marketing websites effectively and will also be reviewed such as professional writing, SEO (Search Engine Optimisation), PPC (Pay Per Click) and blogs.

The 2 Outcomes are interlinked whereby in Outcome 1 you will cover the theory of each topic and in Outcome 2 you will put these into practise.

Outcome 1 is a closed-book assessment consisting of 25 objective questions. This will be carried out under supervised conditions.

Outcome 2 is an open-book practical assessment which should be carried out under supervised and unsupervised conditions. This is based on a topic(s) which your Assessor will advise you of. This may either be an individual or team project. Your Assessor will tell you. If a team project is used each member will have to achieve all of the Evidence Requirements themselves. Assessors will use methods to ensure themselves of the authenticity of your evidence.

It's important to bear in mind that work produced will become part of your Web portfolio.

Designs and plans produced can be used to help create web pages for another Web development Unit such as *HR8V 47 Website Design: Development Technologies*.

This Unit is part of the PDA in Website Design at SCQF level 7. It also helps to prepare you for the CIW (Certified Internet Web Professional) Web Design Specialist exam.