



Group Award Specification for:

Professional Development Award

in

Website Design at SCQF level 7

Group Award Code — GT21 47

Publication date: October 2021

Version: 01

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1 Introduction

This is the group award specification for the group award GT21 47 Professional Development Award (PDA) in Web Design at SCQF level 7. This document includes: background information on the development of the group award, its aims, guidance on access, details of the group award structure, and guidance on delivery.

2 Rationale for the development of the group award

This PDA in Website Design at SCQF level 7 consists of SQA Advanced units that have been written in as generic a way as possible. This allows the centre to select the delivery software, languages and hardware platforms, although the content of the PDA is mapped to Certified Internet Webmaster (CIW) (Certified Internet Web Professional) certified curriculum (as at July 2011).

SCQF level 7 is deemed appropriate as the PDA requires learners to:

- ◆ demonstrate and/or work with a broad knowledge of the subject/discipline in general
- ◆ use some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline
- ◆ use a wide range of routine skills and some advanced skills associated with the subject/discipline

This qualification is aimed at web and interactive media industries and as such relates to Skillset's NOS (National Occupational Standards).

Employees looking to enhance their skills and gain a qualification find it difficult to commit to a part-time SQA Advanced Certificate over a two-year period in the evening or even longer on a day-release basis. They often want to gain a qualification in a specialist area as found within an SQA Advanced Certificate or Diploma. This PDA in Website Design at SCQF level 7 will offer an opportunity for a learner to study a small, focused course in planning and developing a website.

This award is aimed at a wide range of learners such as school leavers, adult returners, and those in work or self-employed. On achieving this PDA, this will help learners gain qualifications relevant for junior positions in the web and interactive media industries.

3 Aims of the group award

Below are the principal and specific aims for the PDA in Website Design at SCQF level 7.

3.1 Principal aims of the group award

This PDA in Website Design at SCQF level 7 has a range of broad aims which are generally applicable to all equivalent SQA Advanced or associated qualifications. The principal aims are to:

- ◆ develop the learners' knowledge and skills working on web development projects
- ◆ develop employment skills and enhance learners' employment prospects, by offering the opportunity to develop skills in industry standard software
- ◆ provide learners with the opportunity to gain vendor certification with CIW and additional qualifications
- ◆ enable progression within the Scottish Credit and Qualifications Framework
- ◆ develop study and research skills
- ◆ develop the transferable skill of problem solving
- ◆ provide academic stimulus and challenge, and foster an enjoyment of the subject

3.2 Other aims of the group award

These include:

- ◆ develop employment skills related to the NOS and so enhance learners' employment prospects
- ◆ prepare a learner for entry-level employment in a range of sectors that use the internet and the web as a fundamental part of their business
- ◆ develop fundamental knowledge of current technologies and processes involved in producing websites
- ◆ prepare a learner for progression to further study in the interactive media, multimedia, web development or a related area

4 Recommended access to the group award

As with all SQA qualifications, access will be at the discretion of the centre. Learners should be familiar with a computer operating system and have some knowledge of websites. The following recommendations for access are for the PDA in general and are for guidance only:

- ◆ a CIW Foundations level qualification
- ◆ different combinations of relevant National Certificates, National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable, as would suitable vendor qualifications at an appropriate level
- ◆ *Communication* skills at SCQF level 5 or 6 or equivalent
- ◆ *Information and Communication Technology* skills at SCQF level 5 or 6 (preferable) or equivalent
- ◆ *Problem Solving* skills at SCQF level 5 or 6 or equivalent
- ◆ *Working with Others* skills at SCQF level 5 or 6 or equivalent
- ◆ learners with suitable work experience may be accepted for entry provided the enrolling centre believes that the learner is likely to benefit from undertaking the award
- ◆ such work experience as may provide inferred or actual evidence of a learner's skills and knowledge as they apply either to particular units or the group award

Learners can be in the process of attaining these. Specific recommendations for each unit are as follows.

HR8N 47 Website Design: Planning and Design

Access to this unit is at the discretion of the centre. Learners should be familiar with a computer operating system and have some knowledge of websites. It would be beneficial if learners had attained a CIW Foundation qualification. The successful completion of NC Digital Media Computing or web units at SCQF level 5 or 6 would be a good foundation for learners progressing to this unit.

HR8R 47 Website Design: Multimedia Content Creation

Access to this unit is at the discretion of the centre. Learners should be familiar with a computer operating system and have some knowledge of websites. It would be beneficial if learners had attained a CIW Foundation qualification. It would also be beneficial if learners have some basic knowledge of creating media elements, but this is not essential. The successful completion of graphics or animation units at SQA Advanced level or NC Digital Media Computing at SCQF level 5 or 6 would be a good foundation for learners progressing to this unit.

HR8V 47 Website Design: Development Technologies

Access to this unit is at the discretion of the centre. Learners should be familiar with a computer operating system and have some knowledge of mark-up language and websites. The successful completion of HR7M 47 Web Development Fundamentals, a CIW Foundation qualification, NC Digital Media Computing or web units at SCQF level 5 or 6 would be a good foundation for learners progressing to this unit.

5 Group award structure

The PDA in Website Design at SCQF level 7 comprises of three single credit units. All units are mandatory to achieve the full group award. This award has been based on and mapped to CIW Web Design Specialist.

5.1 Framework

The PDA consists of 24 SCQF credit points all at level 7. This adheres to the design principles for PDAs. There are three units, all of which are mandatory:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Website Design: Planning and Design	HR8N 47	8	7	1
Website Design: Multimedia Content Creation	HR8R 47	8	7	1
Website Design: Development Technologies	HR8V 47	8	7	1

This PDA was classed at SCQF level 7 after research into CIW Web Design Specialist, including market research, determined that this was the most appropriate level.

All units link to the specific aims of the group award.

5.2 Mapping to Skillsets Interactive Media NOS

The units of the PDA in Website Design map to some of the components (*Knowledge and Understanding, Awareness and Performance Statements*) of Skillset's NOS for Interactive Media (published June 2009) and also some of the supporting units. In some cases coverage is generic more than specific.

*Signifies the unit which maps more closely, when more than one unit has been identified. If no unit has been highlighted this implies equality of the NOS amongst the units.

IM NOS	Mandatory units		
	1 Planning and Design	2 Multimedia Content Creation	3 Development Technologies
IM1 Work Effectively In Interactive Media	✓	✓	✓
IM2 Obtain Assets For Use In Interactive Media Products	✓	✓*	✓
IM3 Prepare Assets For Use In Interactive Media Products	✓	✓*	✓
IM5 Design User Interfaces For Interactive Media Products	✓*	✓	-
IM6 Use Authoring Tools To Create Interactive Media Products	✓	✓	✓*
IM7 Code Scripts To Provide Functionality For Interactive Media Products	✓	✓	✓*
IM8 Determine The Implementation Of Designs For Interactive Media Products	✓	✓	✓
IM9 Provide Creative And Strategic Direction For Interactive Media Projects	✓*	✓	✓
IM10 Initiate Interactive Media Projects	✓*	-	-
IM11 Manage Intellectual Property Rights	✓*	✓	✓
IM12 Devise and Evaluate User Testing Of Interactive Media Products	✓*	-	✓
IM13 Conduct User Testing Of Interactive Media Products	✓*	-	✓
IM15 Write And Edit Copy For Interactive Media Products	✓	-	-
IM16 Plan Content For Web And Multimedia Products	✓*	✓	✓

	1 Design and Planning	2 Multimedia Content Creation	3 Development Technologies
IM17 Architect Interactive Media Products	✓*	✓	✓
IM18 Use Mark-Up In Interactive Media Products	✓	✓	✓*
IM19 Use Style-Sheets In Interactive Media Products	✓	✓	✓*
IM24 Create 2D Animations For Interactive Media Products	✓	✓*	✓
IM27 Create Sound Effects For Interactive Media Products	✓	✓*	-
IM28 Create Music For Interactive Media Products	✓	✓*	-
IM29 Direct Asset Production For Interactive Media Products	✓	✓*	✓
IM30 Optimise Web Pages For Search Engines	✓*	✓	✓

Mapping to IM NOS supporting units

The following AOC (areas of competency) have been identified by Skillset as **supporting units** for the Interactive Media NOS. These draw on other NOS from Skillset (*Animation, Design for the Moving Image, Publishing, Journalism and Advertising*) and four other bodies; *Management Standards Centre (MSC), Small Firms Enterprise (SFE) Development Initiative, E-Skills Sector Skills Council (ESK)* and *Publishing Skills Group (PSG)*. For further information see page 33 of the IM NOS.

Create and Edit Media Assets *and* Produce Written Content

IM AOC	Mandatory units		
	1 Design and Planning	2 Multimedia Content Creation	3 Development Technologies
SKS D1 — D11 Produce digital images	-	✓	-
SKS DMI30 — DMI38 Produce graphics	-	✓	-
SKS ANIM03 — Conceptualise the product	✓	✓*	-
SKS ANIM08 — Create designs	✓	✓*	-
SKS ANIM11 — Create 2D visuals for production	-	✓	-
SKS ANIM12 — Create 2D animation	-	✓	-
SKS ANIM14 — Set up 3D elements for animation	-	✓	-
SKS ANIM15 — Create 3D animation	-	✓	-
SKS ANIM16 — Render 3D animation	-	✓	-
PSG 19 — 22 Editing	✓	-	-

Contribute to Product Design

IM AOC	Mandatory units		
	1 Design and Planning	2 Multimedia Content Creation	3 Development Technologies
SKS DMI 1 — Assist with the technical design process	✓	✓*	-
SKS DMI 2 — Record, store and supply design information	✓	✓	✓
SKS DMI 3 — Contribute to the production of designs using IT	✓*	✓	✓
SKS DMI 4 — Assess the technical implications of the design brief	✓*	✓	✓
SKS DMI 6 — Liaise with decision makers regarding the adaptation of existing design solutions	✓*	✓	✓

Develop Software (E-Skills NOS)

At the time of publication of the IM NOS in June 2009, the following E-Skills units were among several that had been identified by Skillset as most relevant to the Interactive Media sector. They formed part of the **Develop Software AOC** for **Creative and Technical Skills**. The E-skills NOS was updated in September 2009 and the following AOC are now primarily covered by **Disciplines 4–7**. HR8N 47 *Website Design: Planning and Design* and *Website Design: Development Technologies* relate in part to some of the following AOCs:

- ◆ ESK ITPDADSD Data analysis and data structure design
- ◆ ESK ICTSDD Software development — design
- ◆ ESK ITPMSD Managing software development
- ◆ ESK ICTQM Quality management of ICT products and services
- ◆ ESK ICTTEST Testing ICT systems

Personal skills

The following supporting units are among several that have been identified by Skillset as most directly relevant to the Interactive Media sector. All the units of the PDA Website Design provide learners with the opportunity to develop skills in each of these AOCs:

1 Manage Your Work

This AOC is about managing your time and schedule, asking for help when you need it, and ensuring you are able to produce work of the required quality within the allocated deadline.

- ◆ MSC A1 Manage your own resources
- ◆ SFE H1 Improve your time management and delegation skills
- ◆ ESK 18 Develop personal and organisational effectiveness

2 Work with Others

This AOC is about working as part of a team, and communicating with other people.

- ◆ MSC D1 Develop productive working relationships with colleagues
- ◆ MSC D2 Develop productive working relationships with colleagues and stakeholders
- ◆ SKS X1 Contribute to good working relations
- ◆ SKS DMI14 Liaise with team members to assist the production process
- ◆ ESK CCIWC Interpersonal and written communication
- ◆ MSC E5 Ensure your own actions reduce risks to health and safety

3 Make Effective Use of IT

This AOC is about using computers and software applications — knowing what systems to use, how to use them and how to resolve problems with them.

- ◆ SFE F2 Communicate using IT
- ◆ SFE F3 Choose and use computers and software
- ◆ SKS DMI3 Contribute to the production of designs using IT

4 Keep Your Skills up to Date

This AOC is about maintaining your on-going professional development.

- ◆ MSC A2 Manage your own resources and professional development
- ◆ SFE A3 Check your own skills
- ◆ MSC A3 Develop your personal networks

Business and Management Skills

1 Sales and Marketing

This AOC is about promoting your organisation and its products or services in order to generate revenue. These relate in part to all units, though mostly to HR8N 47 *Website Design: Planning and Design*.

- ◆ MSC F4 Develop and review a framework for marketing
- ◆ MSC F9 Build your organisation's understanding of its market and customers
- ◆ PSG 28 – 33 Marketing published products

2 Manage Projects

This AOC is about managing project budgets, resources, schedules, deliverables and approvals. These relate mainly to A99A 99 *Website Design: Planning and Design*.

- ◆ MSC F1 Manage a project
- ◆ MSC D5 Allocate and check work in your team
- ◆ MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility
- ◆ SKS DMI 11 Negotiate and agree the design and budget
- ◆ PSG 16 – 18 Manage editorial

3 Manage People

This AOC is about recruiting, retaining, managing, leading and developing your workforce. This is relevant if a group approach is used for the practical assessments of all the units.

- ◆ MSC D4 Plan the workforce
- ◆ MSC B5 Provide leadership for your team
- ◆ MSC B6 Provide leadership in your area of responsibility
- ◆ MSC B7 Provide leadership for your organisation
- ◆ MSC B9 Develop the culture of your organisation
- ◆ MSC C1 Encourage innovation in your team
- ◆ MSC C2 Encourage innovation in your area of responsibility
- ◆ MSC C3 Encourage innovation in your organisation

4 Freelancing

This AOC is about working as a freelancer. This has some relevance for all units of the PDA in Website Design particularly since they focus on the importance of developing and maintaining a portfolio.

- ◆ SKS F1 Manage and market yourself as a freelancer

5.3 Core Skills

The recommended entry level of Core Skills is detailed in *Section 4 Recommended Access to Group Award(s)*.

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* in these units.

Problem Solving (Critical Thinking and Planning and Organising) can be applied to the practical assessments of all units. Critical Thinking and Planning and Organising is pertinent to HR8N 47 *Website Design: Planning and Design* and these Core Skills components are embedded at SCQF level 5 for Critical Thinking and SCQF level 6 for Planning and Organising and will be automatically certificated on successful completion of the unit. Critical Thinking is also embedded at SCQF level 5 within *Website Design: Multimedia Content Creation* and *Website Design: Development Technologies*. If the PDA is being delivered as a standalone course with a holistic project for all three units, then organisational skills could be developed by using a project diary and updating a schedule.

Working with Others (Working Co-operatively with Others), could be developed if a team approach is used for the practical assessments of all units. Meetings and agendas could be used to evidence co-operative working.

Communication (Written Communication) could be developed with Outcome 2 of HR8N 47 *Website Design: Planning and Design*, where learners have to produce documentation to plan and design a website.

Information and Communication Technology could be developed through using a range of equipment and software to present information, plan, design and produce web pages, for securing and managing data and carrying out research throughout the PDA. The Core Skill component Providing/Creating information at SCQF level 5 is embedded within the units *Website Design: Multimedia Content Creation* and *Website Design: Development Technologies* and will be automatically certificated on successful completion of the unit.

5.4 Conditions of award

Learners are required to achieve all three mandatory units to achieve the PDA Website Design.

6 Approaches to delivery and assessment

The PDA units can be delivered in conjunction with the CIW Web Design Specialist qualification.

6.1 Content and context

The PDA in Website Design 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 learners have produced prototype web pages for inclusion in their portfolio. The three units focus on particular areas and tasks of the development process at an introductory level.

The PDA is based on the CIW Web Design Specialist qualification. At the time of writing this consists of 34 lessons, delivered over 60 hours +. These lessons were split up and contextualised into the three units of the PDA.

Website Design: Planning and Design — two outcomes

This unit introduces key factors involved in managing the website development process. In Outcome 1 learners will be taught how websites are developed as managed projects and the fundamental aspects of planning and designing a website. Outcome 2 deals with how to put this knowledge into practice. Learners will assume the roles of web designer and project manager, as they work through planning and design tasks of the website development process. The two outcomes are:

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

Topics focus on how the web differs from other media, eg lean back and lean forward technologies, usability, accessibility, interface design principles, effective navigation, browser differences, different user requirements, client expectations, legal issues and SEO (Search Engine Optimisation) and marketing. To summarise, the unit deals with the various factors that have to be considered before starting to build a site.

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) of CIW Web Design Specialist.

Website Design: Multimedia Content Creation — four outcomes

This unit introduces learners to some of the key factors to be considered when incorporating multimedia such as graphics, animation and plug-ins into a website.

In Outcome 1 learners 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 learners are 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. The four outcomes are:

- 1 Demonstrate knowledge of multimedia used on websites
- 2 Create graphics
- 3 Create an animation
- 4 Apply multimedia elements to a webpage

Learners will be taught about how multimedia should be used and how to produce a simple animation, graphic and edit an image and how to apply these and other plug-in files such as PDFs and Java Applets to webpages.

At the time of writing this unit is based on lessons 9, 10, 24–29 and 31 of CIW Web Design Specialist.

Website Design: Development Technologies — three outcomes

This unit introduces learners to some of the core client-side and server-side languages, technologies and tools required to create and publish websites. This includes securing and maintaining websites and web servers. Learners will focus on these factors to produce and publish a website or series of web pages to add to their portfolio. The three outcomes are:

- 1 use web mark-up and styling languages to create web pages
- 2 use web development tools to create web pages
- 3 use client and server-side technologies to create and publish web pages

Topics focus on the evolution of mark-up for the web, HTML, XHTML, XML, styling pages, using different types of development tools, client-side scripting, eg form validation, server side scripting and the fundamentals of databases, publishing sites and managing and securing web servers.

Typically learners will produce a small amount of standard web pages, preferably based on a realistic topic, which have been created using a web development tool and include some client side scripts and a server side script to connect to a readymade database. They will test and upload the pages to a web server. The pages will be based on current accessibility standards and relevant SEO techniques will be applied.

At the time of writing, this unit is based on lessons 12–16 (16 in part), 17–23 and 30–34 of CIW Web Design Specialist.

6.2 Delivery and assessment

There is no particular order that the units of the PDA Website Design have to be delivered in. The sequence should primarily be based on what is best for the learner, as well as the nature of the course. For example if this is being delivered as a short standalone course, it may be pertinent to deliver the units in tandem so that learners are gaining some practical web development experience from the start, eg:

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

The units are written so that they relate to each other, can build on each other but also so that they can be delivered completely standalone.

The units can be delivered using the official learning materials for CIW Web Design Specialist. These materials will cover all the up-to-date content required to prepare learners for both the CIW Web Design Specialist exam and the assessments for the PDA.

If learners achieve the CIW Web Design Specialist exam they will be automatically accredited for the PDA. This does not apply vice versa. Learners will need to provide authentic proof from CIW before they can be awarded the PDA.

Opportunities exist for learners with previous work experience to fast-track the PDA Website Design. APEL (Accredited Prior Experiential Learning) should be applied according to SQA guidelines.

A holistic approach should be encouraged for the delivery of all the units and integration can be applied in all cases. If the PDA is being delivered as an entire course it is possible for one holistic assessment to be used for all practical outcomes. For example learners could have a project based on one topic that they use throughout the PDA.

Likewise if the units are being delivered standalone there are opportunities to integrate the outcomes. For example it may be pertinent to split the knowledge-based assessments up into smaller tasks and assess these after the particular practical assessment has been delivered or achieved.

For each unit, knowledge is assessed by closed-book, supervised objective assessments. This method adheres to the exam for CIW Web Design Specialist.

The skill based outcomes are assessed using practical tasks which can be individual or team assessments based on a brief. These should be carried out under supervised and unsupervised conditions. If a team approach is used, each learner must still achieve all the evidence requirements. Assessors are expected to use relevant methods to ensure the authenticity of learner evidence.

More specific information on the delivery and assessment for each unit follows.

Website Design: Planning and Design

Outcomes 1 and 2 would be best to be delivered together. This would help to make sense of the knowledge in Outcome 1 with the respective skills in Outcome 2.

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.

Outcome 1 could be assessed at the end of the unit once learners have put the knowledge into practice. It could also be broken down into smaller assessments and administered throughout the unit.

Website Design: Multimedia Content Creation

It would be best to deliver the practical skills of Outcomes 2, 3 alongside the knowledge topics of Outcome 1. The outcomes can be assessed in any order. This should be based on what is best for learners. It may be preferable to assess all knowledge at the end of the unit once learners have gained some practical skills and completed the practical assessments, to help consolidate and understand the knowledge elements better.

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. Learners have 1 hour to complete the 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 1 hour.

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 learner must still achieve all the minimum evidence requirements.

It is recommended that a largely practical approach should be used to deliver this unit and that learners are exposed to multimedia creation tools (preferably industry standard) early on. Demonstrations with supporting exercises/labs are expected to be used a lot. Learners 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 learners get used to working in this manner, particularly if a brief was being used for the assessments.

Learners 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. Learners 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 learners are expected to produce something similar to a simple animated banner advertisement.

Website Design: Development Technologies

It is recommended that the outcomes are delivered in their specified order as the knowledge and skills build on each other. It would be possible to teach learners about how to use the tools in Outcome 2 alongside the languages covered in Outcome 3. This may help them to understand the languages better.

As this unit is largely practical in nature learners should be exposed to a lot of demonstrations and formative exercises throughout this unit.

It is recommended that all the examples given in the evidence requirements are taught. Learners should be encouraged to use as many of the knowledge and skills that they have learned in the unit and develop these further. By the end of the unit it is expected that learners can clearly demonstrate their knowledge and skills of using the languages at a fundamental level. They can also apply other features beyond those required.

It may be best to start teaching the chosen development tool at the beginning of the unit then compare this with other tools later on.

There are two assessments for this unit.

Assessment 1 combines the knowledge of Outcomes 1–3. This is a closed-book assessment and should take the form of a set of objective questions. This must be carried out under supervised conditions. Learners have 1 hour to complete the assessment. This can be delivered as one assessment or split up into smaller assessments. This can be delivered at any suitable point in the unit. Scenario based questions are encouraged where possible.

Assessment 2 combines the skills of Outcomes 1–3. This is an open-book practical assessment that should be carried out under supervised and unsupervised conditions. Instructions for this assessment should be issued early on in the unit to give learners time to plan the pages. Assessors can provide learners with a plan/schedule and design specification, if they haven't created their own as part of another unit. A database and plug-in content/applet should be provided.

The PDA in Website Design can be delivered as part of a full-time course, part-time, flexible and open learning. Open learning learners would have to make arrangements with their centre to have the required knowledge assessments supervised.

Opportunities exist for e-assessment and e-learning for all units. Knowledge-based assessments could be done using e-assessment such as SOLAR and e-portfolios could be used for practical assessments whether in part or in full. E-learning can also be used using a variety of typical resources including SQA's e-learning site, which is also good for cross delivery with other units and CIWs online materials for Web Design Specialist.

6.3 Open learning

The PDA in Website Design and units are suitable for open and distance learning. Teaching and learning could be carried out using suitable e-learning tools, any relevant SQA e-learning sites, relevant COLEG packs, telephone contact and pre-arranged meetings.

The authentication of a learners' work is the responsibility of each centre. Arrangements for knowledge-based assessments will have to be made so that they can be supervised. Learners could either do this at the centre or another SQA approved centre that is more convenient for them. Further advice from SQA would be required in this case. Authentication of practical skills could be done through an interview online or on the phone or learners could supply video evidence.

7 General information for learners

The PDA in Website Design 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 you have produced prototype web pages for inclusion in your portfolio. The three units focus on particular areas and tasks of the development process at an introductory level.

The PDA is based on the CIW (Certified Internet Web Professional) Web Design Specialist qualification. If you achieve the CIW qualification you can be automatically credited for the PDA providing you have the relevant proof from CIW.

There are three units:

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

These are largely practical subjects supported by at least one knowledge-based outcome. Where possible you will be exposed to industry standard tools to design and develop web pages for your portfolio. You should have experience of using a computer, some knowledge of websites and preferably have experience or qualifications at a minimum of SCQF level 5 or 6.

Assessments for practical skills are project based and can be carried out individually or as a team. One holistic project could be used across the three units. Knowledge is assessed using closed-book, objective assessments that are carried out under supervised conditions.

Opportunities exist to develop the Core Skills of *Communication, Problem Solving, Working in a Project Team* and *Information and Communication Technology* at SCQF level 6.

You must achieve all three units to achieve the PDA in Website Design.

Website Design: Planning and Design

This covers how websites are developed as managed projects and the fundamental aspects of planning and designing a website.

Topics focus on how the web differs from other media eg lean back and lean forward technologies, usability, accessibility, interface design principles, effective navigation, browser differences, different user requirements, client expectations, legal issues and SEO and marketing. To summarise the unit deals with the various factors that have to be considered before starting to build a site.

Website Design: Multimedia Content Creation

This covers some of the key factors to be considered when incorporating multimedia such as graphics, animation and plug-ins into a website. Most of the unit focuses on creating basic graphics and animation and how to apply certain multimedia file formats using links and plug-ins.

You will be taught about how multimedia should be used and how to produce a simple animation, graphic and edit an image and how to apply these and other plug-in files such as PDFs and Java Applets to web pages.

Website Design: Development Technologies

This unit deals with some of the core client-side and server-side languages, technologies and tools required to create and publish websites. This includes securing and maintaining websites and web servers. You will focus on these factors to produce and publish a website or series of Web pages to add to their portfolio.

Topics focus on the evolution of Mark-up for the web, HTML, XHTML, XML, styling pages, using different types of development tools, client-side scripting eg form validation, server-side scripting and the fundamentals of databases, publishing sites and managing and securing web servers.

8 General information for centres

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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.

Internal and external verification

All instruments of assessment used within this/these group award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SQA Advanced credit is equivalent to 8 SCQF credit points. This applies to all SQA Advanced units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. SQA Advanced units will normally be at levels 6–9. Graded units will be at level 7 and 8.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Dedicated unit to cover Core Skills: This is a non-subject unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the unit and where the unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the SQA Advanced Certificate/Diploma from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised SQA Advanced Certificates and Diplomas are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised SQA Advanced Certificates and Diplomas are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised SQA Advanced Certificates and Diplomas, these developments or revisions will also be supported by SQA.

10 History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date	Authorised by

Acknowledgements

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced qualifications.

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).