

Unit 12: Website Software

Unit reference number: L/502/4630

QCF level: 1

Credit value: 3

Guided learning hours: 20

Unit aim

This unit aims to equip learners to use a software application designed for planning, designing and building websites.

Unit introduction

Website software skills are increasingly important as the internet grows and web documents are becoming one of the most popular forms of information sharing. This unit will teach learners how to use website software to create different types of webpages with appropriate features and content.

The first skills that learners will acquire involve planning and creating webpages using website software. This software may be a commercial web editing application from companies such as Microsoft® or FrontPage® or it might be a simple text editor or word processor, which allows learners to save their document as a webpage. Webpages come in a variety of file types that learners will need to understand. They will also need to understand the different types of files that can be included in a webpage, such as image files or audio files.

The internet contains millions of webpages with a wide variety of styles and qualities; and one of the keys to making professional standard webpages is planning. Learners need to consider the content of their pages, for example, will they have images, text or video, will they use tables, templates or menus? These questions can usually be answered by understanding the purpose of the pages.

Throughout the unit learners will think about copyright constraints, for example on soundtracks. They will also think about how they are going to store and organise their files.

If they don't consider their file structure at the beginning, others may not be able to navigate their website properly.

Once learners have completed this unit they will have the skills to create and edit webpages using dedicated software. They will also be able to use templates and upload their work onto the internet or an intranet. Learners will be able to create features such as hyperlinks and multimedia web pages and will be able to check them for problems.

Essential resources

Learners will need to have access to website software that allows use of all of the different features listed in the unit content. Learners will need to be able to upload their website and test it once it has been uploaded.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Plan and create webpages	1.1	Identify what content and layout will be needed in the webpage
		1.2	Identify the purpose of the webpage and intended audience
		1.3	Select and use a website design template to create a single webpage
		1.4	Enter or insert content for webpages so that it is ready for editing and formatting
		1.5	Organise and combine information needed for webpages
		1.6	Identify copyright and other constraints on using others' information
		1.7	Identify what file types to use for saving content
			<ul style="list-style-type: none"> • <i>Webpage content and layout</i>: webpage content and layout will vary according to the template, but may include text, e.g. body text, headings, captions; images, e.g. still photographs, diagrams; numbers, e.g. tables, charts or graphs; background, e.g. colours, gradients, patterns, textures • <i>Purpose and intended audience</i>: aims and observations of the webpage; key features; user needs; information gathering, e.g. questionnaire, surveys and interpret design and layout of webpage to meet audience needs • <i>Webpage templates</i>: different template layouts contain different areas and are good for showing different things, e.g. a page showing a blog would need a different template to a photo gallery page, e.g. different size space for a page title, different sized spaces for an image, different sized area for text • <i>Combine different types of information</i>: combine images with text, e.g. photo and captions; presentation with audio and/or video; numbers with charts and graphs • <i>Copyright constraints</i>: effect of copyright law, e.g. on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions • <i>File types and software</i>: text, e.g. rtf, doc, pdf; images, e.g. jpeg, tiff, psd; charts and graphs, e.g. xls; sound, e.g. wav, MP3

Learning outcomes		Assessment criteria	Unit amplification
2	1.8	Store and retrieve web files effectively, in line with local guidelines and conventions where available	<ul style="list-style-type: none"> • <i>Store and retrieve</i>: files, e.g. create, name, open, save, save as, find
	2.1	Identify what editing and formatting to use to aid both clarity and navigation	<ul style="list-style-type: none"> • <i>Editing techniques for different types of information</i>: structure; editing techniques appropriate to the type of information, e.g. select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
	2.2	Select and use website features to help the user navigate simple websites	<ul style="list-style-type: none"> • <i>Website features</i>: webpage features will vary, but may include navigation, e.g. action buttons, links, hot spots
	2.3	Use appropriate editing and formatting techniques	<ul style="list-style-type: none"> • <i>Check webpages</i>: spellcheck; grammar check; word count; image size, alignment and orientation; suitability of file format
	2.4	Check webpages meet needs, using IT tools and making corrections as appropriate	
3	3.1	Upload content to a website	<ul style="list-style-type: none"> • <i>Upload and publish webpages</i>: upload content to a template; using appropriate tools and methods to upload webpages to the internet or intranet; publishing to a local host
	3.2	Respond appropriately to common problems when testing a webpage	<ul style="list-style-type: none"> • <i>Problems with websites</i>: problems, e.g. content that is not appropriate for the template or is missing, text that is not readable or is missing, images that are oriented or sized wrongly • <i>Website testing</i>: view webpage using browser software

Information for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software, as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process and centres should consider what other supporting product evidence can be collected.

Learners should be encouraged to discuss websites they use and how the layout and design of the website and webpages contribute to the desired effect, for example, attractiveness, ease of use. Tutors should demonstrate the use of software to edit and create features and to publish pages and there should be opportunities for learners to practise the use of software before the final assessment. Tutor input will be needed when considering copyright constraints.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning.
Introduction to assignment – plan and produce a webpage to (for example) promote a local band.
Tutor presentation – content and copyright. Group discussion – sources of content, appropriate content for target audience.
Tutor demonstration – using different file types. Tutor demonstration and mini task– editing image files for the web.
Tutor demonstration – using different templates. Assessment activity – experimenting with and choosing layouts, fonts, colours, etc, appropriate to target audience, entering and inserting content and organising information.
Assessment activity – choosing and organising content for use on site – finding and/or creating text, images and audio, identifying file types for saving and storing and retrieving web pages. (learning outcome 1)
Editing text and images for the web. Tutor demonstrations, workshops and peer learning – basic website creation and editing techniques. Tutor demonstrations, workshops and peer learning – navigation techniques; links, buttons, hotspots, etc. Tutor demonstration – checking pages for error. Individual activity – error checking.

Topic and suggested assignments/activities and assessment

Assessment activity – editing and formatting web page to aid clarify and navigation and check webpage meets needs of user. (learning outcome 2)

Tutor presentation – uploading a webpage.

Group discussion – online problems.

Individual activity – uploading your webpage.

Individual activity – testing your uploaded webpage.

Peer assessment – testing each other’s pages.

Individual activity – testing webpages in different browsers. (learning outcome 3)

Assessment feedback, review and evaluation of unit.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should give learners a variety of scenarios, from which one should be selected. These scenarios should be of interest to learners, they should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only one scenario is required for learners to be able to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screenshots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Suggested resources

Books

Adobe Creative Team – *Adobe Dreamweaver CS4 Classroom in a Book* (Adobe, 2008) ISBN 978-0321573810

Austin B – *Web Page Design in Easy Steps* (Computer Step, 2003) ISBN 978-1840782530

Austin T and Doust R – *New Media Design* (Laurence King Publishing, 2006) ISBN 978-1856694315

Jenkins S – *Web Design All-in-one for Dummies* (John Wiley and Sons, 2009) ISBN 047041796X

McNeil P – *The Web Designer’s Idea Book* (How Books, 2008) ISBN 978-1600610646

Osborn J – *Dreamweaver CS4 Digital Classroom* (John Wiley and Son, 2008) ISBN 978-0470410929

Price M – *FrontPage 2003 in Easy Steps* (Computer Step, 2004) ISBN 978-1840782691

Quick R – *Web Design in Easy Steps* (Computer Step, 2006) ISBN 978-1840783148

Robbins J N – *Learning Web Design: A Beginner’s Guide* (O’Reilly Media, 2007) ISBN 978-0596527525

Websites

www.entheosweb.com/	Entheos – Dreamweaver tutorials. dreamweaver/default.asp
www.great-web-design-tips.com/	Great Web Design tips
www.howtcreate.co.uk/	Howtcreate.co.uk
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