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| Unit title: | Website design |
| Unit number: | 11 |
| Level: | 4 |
| Credit value: | 15 |
| Guided learning hours: | 60 |
| Unit reference number: | J/601/1286 |

## UNIT AIM AND PURPOSE

To enable learners to analyse and design, as well as implement and test an interactive website.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

| Learning Outcome (LO)<br><br><br><br>The Learner will: | Pass<br><br>The assessment criteria are the pass requirements for this unit.<br><br>The Learner can: |
|---|---|
| LO1  Understand website design concepts | 1.1  discuss the design concepts that have to be considered when designing a website |
| LO2  Be able to design interactive websites | 2.1  design an interactive website to meet given requirements<br><br>2.2  evaluate website design with other users |
| LO3  Be able to implement interactive websites | 3.1  implement a fully-functional interactive website using a design specification |
| LO4  Be able to test interactive websites | 4.1  critically review and test the website<br><br>4.2  analyse actual test results against expected results to identify discrepancies<br><br>4.3  evaluate independent feedback and make recommendations for improvements<br><br>4.4  create onscreen help to assist the users<br><br>4.5  create documentation for the support and maintenance of the website |

## GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

| Merit Criteria (M1, M2, M3) | Distinction Criteria (D1, D2, D3) |
|---|---|
| (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.) | (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) <br><br> (In order to achieve a distinction grade, all merit criteria must also have been achieved.) |
| MANDATORY TO ACHIEVE A MERIT GRADE | MANDATORY TO ACHIEVE A DISTINCTION GRADE |
| M1 Analyse concepts, theories or principles to formulate own responses to situations. | D1 Evaluate approaches to develop strategies in response to actual or anticipated situations. |
| M2 Analyse own knowledge, understanding and skills to define areas for development. | D2 Evaluate and apply strategies to develop own knowledge, understanding and skills. |
| M3 Exercise autonomy and judgement when implementing established courses of action. | D3 Determine, direct and communicate new courses of action. |

## TEACHING CONTENT

The Teaching Content describes what has to be taught to cover **all** Learning Outcomes.

Learners must be able to apply relevant examples to their work although these do not have to be the same as the examples specified.

| **LO1 Understand website design concepts** | |
|---|---|
| Concepts | • Client needs/define purpose of website<br>• User needs in terms of usability and accessibility<br>• Legal issues which need to be considered |
| Design Tools | • Hierarchical model of website<br>• Template(s)<br>• Storyboard/detailed page plans<br>• Styles, i.e. CSS |
| Research | • Web Accessibility. Use W3C guidelines to find out about the legal requirements<br>• ISP Providers. Research a range of providers to find out about the costs and the features, to enable a recommended conclusion to be proposed for the client. |
| **LO2  Be able to design interactive websites** | |
| Analyse website requirements including | • Interview the client<br>• Design the website<br>• Plan the timescale for fully implemented website<br>• Sign off design template with the client including model and page plans |
| Skills | • Plan for interactivity by researching a range of interactive features, use exemplar websites<br>• HTML skills for formatting web pages<br>• Using CSS to create the styles for the website. |
| **LO3  Be able to implement interactive websites** | |
| Implement a range of interactive features | e.g. rotating pictures, scrolling banners, search bar, data forms, resizable maps and databases and select which features best suit the needs of the client. |

| LO4 Be able to test interactive websites | |
|---|---|
| Produce a testing table to cover | <ul><li>Functionality</li><li>Usability</li><li>Readability</li><li>Accessibility</li><li>Review against specification</li><li>W3C compliant.</li></ul> |
| Create online help | Obtain feedback from a range of users, develop documentation such as a user guide, a maintenance guide and onscreen help. |

## GUIDANCE

| Delivery guidance |
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| It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include small family business that want to develop their own website or a local business that needs a new interactive website. Real end users abound, e.g. charities often need to have websites developed but have limited funds for development.<br><br>Learners will benefit from being encouraged to exercise autonomy and judgement to develop the requirements from the end user, e.g. interview, adapt their thinking and reach considered conclusions, in light of the end users feedback.<br><br>Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using a variety of approaches and schools of thought. For example, review a range of existing websites and review them in terms of interactivity. |

| Assessment evidence guidance |
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| Evidence must be produced to show how a learner has met each of the Learning Outcomes. This evidence could take the form of assignments, project portfolios, presentations or, where appropriate, reflective accounts.<br><br>Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.<br><br>All evidence must be available for the visiting moderator to review.  Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance.  This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence. |

## RESOURCES

**Books**

Website Design and Development (eBook):
Plumley, George, *100 Questions to Ask Before Building a Website,* John Wiley & Sons, Inc. ISBN 9781118013915

Duckett, Jon, *HTML & CSS: Design and Build Web Sites*

*WebPlus X5* (PC), Serif  Platform: Windows 7 / Vista / XP

Interdisciplinary Interaction Design:
Pannafino, James, *A Visual Guide to Basic Theories, Models and Ideas for Thinking and Designing for Interactive Web Design and Digital Device Experiences* [Paperback]

Paul Deitel, Harvey Deitel and Abbey Deitel, *Internet and World Wide Web How To Program*, 5/E, 5th edition, Prentice Hall, 2012, ISBN-10: 0132151006, ISBN-13: 9780132151009

Internet Laws:
Young, Mike, *How to Protect Your Business Website Without a Lawyer* [Paperback]
Esq. ISBN-10: 1460942094   ISBN-13: 978-1460942093

**Journals**

http://www.webdesignermag.co.uk/
http://subscribe.webuser.co.uk/?utm_source=WEB&utm_medium=KAC&utm_content=sec&utm_campaign=1514_google+ppc&gclid=CKSL9bWflbYCFYfJtAodKXsAwA

**Websites**

**Some helpful websites:**
www.w3.org/WAI/intro/accessibility.php – W3 Organisation
www.bbc.co.uk/accessibility/ – BBC Accessibility
www.web-accessibility.co.uk/ – Standards and Guidelines
www.powermapper.com/products/sortsite/ads/acc-accessibility-testing.htm?gclid=CLbDgu_m0bUCFabLtAodingASA – WA Checker Tool
www.webdesign.about.com/od/webdesignbasics/tp/aa112497.htm – 10 tips to a good website
www.wisegeek.com/what-makes-a-website-good.htm – WiseGeek Top tips
www.htmlgoodies.com/

Ideas about legal issues could include:-
www.ucl.ac.uk/isd/common/cst/good_practice/legalwebsite
www.wablegal.com/assets/ourservices/web_design_article.pdf
www.bitlaw.com/internet/webpage.html