

WS: Website software

This is the ability to use a software application designed for planning, designing and building websites.

A. A foundation user can use basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates. Any aspect that is unfamiliar will require support and advice from others.

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

- > the software tools and functions involved will be predefined or commonly used;
- > the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- > the template used for the content will be predetermined or familiar.

Examples of context: Personal webpage or blog created in social networking, learning or auction site; information pages created within web or content management system

B. An intermediate user select and use a wide range of intermediate website software tools and techniques to produce multiple-page websites. Any aspect that is unfamiliar may require support and advice from others.

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

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

Examples of context: Create a multiple page website with menu-driven navigation for a sports club. Set up family site with photographs and linked pages for each family member.

C. An advanced user can select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features.

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

- > the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- > the development techniques will be complex, and will involve research, identification and application; and
- > the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.

Examples of context: Shopping website linked to product information and stock control database

WS: Website software

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will...	To demonstrate this competence they can...	To demonstrate this competence they will also ...	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
WS:A1 Plan and create web pages	<p>A1.3 Select and use a website design template to create a single web page</p> <p>A1.4 Enter or insert content for web pages so that it is ready for editing and formatting</p> <p>A1.5 Organise and combine information needed for web pages</p> <p>A1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available</p>	<p>A1.1 Identify what content and layout will be needed in the web page</p> <p>A1.2 Identify the purpose of the webpage and intended audience</p> <p>A1.6 Identify copyright and other constraints on using others' information</p> <p>A1.7 Identify what file types to use for saving content</p>	<p>Content and layout: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures)</p> <p>Web site templates: Design lay out will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures)</p> <p>Combine information: Combine images with text (eg photo captions); presentation with audio and/or video; numbers with charts and graphs</p> <p>Copyright constraints: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions</p> <p>File types: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3)</p> <p>Store and retrieve: Files (eg create, name, open, save, save as, print, close, find)</p>
WS:A2 Use website software tools to structure and format web pages	<p>A2.2 Select and use website features to help the user navigate simple websites</p> <p>A2.3 Use appropriate editing and formatting techniques</p> <p>A2.4 Check web pages meet needs, using IT tools and making corrections as necessary</p>	<p>A2.1 Identify what editing and formatting to use to aid both clarity and navigation</p>	<p>Website features: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots)</p> <p>Editing techniques: Editing techniques will vary in line with the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position</p> <p>Check web pages: Spell check, grammar check, word count; image size, alignment and orientation; suitability of file format</p>
WS:A3 Publish web pages to the Internet or an intranet	<p>A3.1 Upload content to a website</p> <p>A3.2 Respond appropriately to common problems when testing a web page</p>		<p>Upload and publish website: Upload content to a template</p> <p>Website testing: View web page using browser software</p> <p>Problems with websites: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly</p>

WS: Website software

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will...	To demonstrate this competence they can...	To demonstrate this competence they will also ...	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
WS:B1 Create structures and styles for websites	<p>B1.2 Plan and create web page templates to layout</p> <p>B1.3 Select and use website features and structures to help the user navigate round web pages within the site</p> <p>B1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand</p> <p>B1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available</p>	<p>B1.1 Describe what website content and layout will be needed for each page</p> <p>B1.5 Describe how copyright and other constraints may affect the website</p> <p>B1.6 Describe what access issues may need to be taken into account</p> <p>B1.7 Describe what file types to use for saving content</p>	<p>Content and layout: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track)</p> <p>Constraints: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; permissions</p> <p>Website features: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups), multimedia (eg sound linked to actions, video clips, sound track)</p> <p>Web page templates: Design layout will vary but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track)</p> <p>Web page styles: Styles will vary according to the different elements of the website design, but may include: typeface (eg font, colour, size and alignment of headings, captions or body text), lines (eg type, thickness and colour of borders, tables, diagrams)</p> <p>Access issues: The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (eg from different browser software, connection type, size of web page contents)</p> <p>File types: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3)</p> <p>Store and retrieve: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)</p>

WS: Website software

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will...	To demonstrate this competence they can...	To demonstrate this competence they will also ...	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
WS:B2 Use website software tools to prepare content for websites	<p>B2.1 Prepare content for web pages so that it is ready for editing and formatting</p> <p>B2.2 Organise and combine information needed for web pages including across different software</p> <p>B2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation</p> <p>B2.4 Select and use appropriate development techniques to link information across pages</p> <p>B2.5 Change the file formats appropriately for content</p> <p>B2.6 Check web pages meet needs, using IT tools and making corrections as necessary</p>		<p>Combine information: Combine images with text (eg photo captions); presentation with audio and/or video; numbers with charts and graphs; text alignment, captions, text wrap; behind, in front, grouping</p> <p>Editing techniques: Editing techniques will vary in line with the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates</p> <p>Development techniques: Creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language</p> <p>File formats: Change format of documents to RTF or HTML</p> <p>Check web pages: Will vary depending on the content but may include, for example: Text: Spell check; grammar check, type face and size, hyphenation. Layout: Page layout, margins, line and page breaks, tables, frames, sections. Images: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution</p>
WS:B3 Publish websites	<p>B3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned</p> <p>B3.3 Select and use an appropriate programme to upload and publish the website</p> <p>B3.4 Respond appropriately to problems with multiple page websites</p>	<p>B3.2 Identify any quality problems with websites and how to respond to them</p>	<p>Testing methods: Methods will vary but may include: viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links</p> <p>Problems with websites: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly, navigation that does not work as planned; multimedia features (eg sound levels, image resolution, synchronisation of sound and images)</p> <p>Upload and publish website: Upload content to a template, use file exchange programme to upload and publish (eg FTP or HTTP)</p>

WS: Website software

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will...	To demonstrate this competence they can...	To demonstrate this competence they will also ...	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
WS:C1 Create structures and styles and use them to produce websites	<p>C1.2 Plan and create web page templates to layout content</p> <p>C1.3 Select and use website features and structures to enhance website navigation and functionality</p> <p>C1.4 Create, select and use styles to enhance website consistency and readability</p> <p>C1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available</p>	<p>C1.1 Determine what website content and layout will be needed for each page and for the site</p> <p>C1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites</p> <p>C1.6 Explain what access issues may need to be taken into account</p> <p>C1.7 Explain when and why to use different file types for saving content</p>	<p>Content and layout: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track), interactive components (eg message boards, forms, e-mail links, registration log-ins), down loads (eg pdf files, pod casts)</p> <p>Constraints affecting websites: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards, IPR</p> <p>Website features: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups), multimedia (eg animation, sound linked to actions, video clips, sound track), interactive (eg message boards, forms, downloads, pod casts, e-mail links, registration log-ins); e-commerce facilities</p> <p>Website access issues: The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (eg from different browser software, connection type, size of web page contents), ways to increase accessibility, ways to improve download speeds, ways to improve search engine results</p> <p>Web page templates: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track), interactive components (eg message boards, database fields, forms, e-mail links, registration log-ins), downloads (eg pdf files, podcasts)</p> <p>Web page styles: Styles will vary according to the different elements of the website design, but may include: typeface (eg font, colour, size and alignment of headings, captions or body text), lines (eg type, thickness and colour of borders, tables, diagrams), structure (eg size of frames, number of tabs, format of menu), cascading style sheets</p>

WS: Website software

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will...	To demonstrate this competence they can...	To demonstrate this competence they will also ...	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
WS:C2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	<p>C2.1 Prepare content for web pages so that it is ready for editing and formatting</p> <p>C2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software</p> <p>C2.3 Select and use appropriate editing and formatting techniques to aid meaning</p> <p>C2.4 Select and use appropriate programming and development techniques to add features and enhance websites</p> <p>C2.5 Select and use file formats that make information easier to download</p> <p>C2.6 Check web pages meet needs, using IT tools and making corrections as necessary</p>		<p>File types: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3)</p> <p>Store and retrieve: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)</p> <p>Combine information: Combine images with sound (eg dub or overlay sound track onto film sequence; integrate a audio or video sequence with another application):Techniques: Copy and paste, insert, screen grabs/shots, File download (eg connect USB lead, drag and drop), file transfer protocol (FTP). Forms of information: moving images, sound; pre-recorded, live, web-streaming</p> <p>Editing techniques: Editing techniques will vary in line with the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates</p> <p>Programming and development techniques: Creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language, creating code using an appropriate programming language, adding multimedia content to web pages, setting up a secure area, message board or e-mail link, adding meta tags</p> <p>File formats: Change format of documents to RTF or HTML</p> <p>Check web pages: Using help; Will vary depending on the content but may include, for example: Text: Spell check; grammar check, type face and size, hyphenation Layout: Page layout, margins, line and page breaks, tables, sections Images: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution</p>

WS: Website software

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will...	To demonstrate this competence they can...	To demonstrate this competence they will also ...	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
WS:C3 Publish and test multiple page websites with multimedia and interactive features	<p>C3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned</p> <p>C3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently</p> <p>C3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose</p>	C3.2 Identify any quality problems with websites and explain how to respond to them	<p>Testing methods: Methods will vary but may include: viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links, testing multi-media and interactive elements</p> <p>Quality problems with websites: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly, navigation that does not work as planned; multimedia features (eg sound levels, image resolution, synchronisation of sound and images), interactive features (eg response to posting a message or when key fields on forms are not completed, downloads not active)</p> <p>Upload and publish website: Upload content to a template, use file exchange programme to upload and publish (eg FTP or HTTP), improve loading speed of a website, submit to search engines</p>