Cork Education and Training Board

Programme Module for

Web Design

leading to

Level 4 FETAC

Web Design 4N1122

Introduction
This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content

11. Assessment
    a. Assessment Technique(s)
    b. Mapping of Learning Outcomes to Assessment Technique(s)
    c. Guidelines for Assessment Activities

12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment
The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified.This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content
The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

1. Title of Programme Module Web Design
2. Component Name and Code Web Design 4N1122
3. Duration in Hours 100 Hours
4. Credit Value 10 Credits
5. Status This programme module may be compulsory or optional within the context of the validated programme.
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to equip the learner with the knowledge, skill and competence to design and construct a basic website.
8. Objectives of the Programme Module • To learn about constructing a basic website, the terminology associated with it, their functions and features. • To be able to use a text editor to insert HTML tags, and create a webpage. • To develop a webpage / website which has clear presentation and proper use of colour (RGB) • To develop a webpage / website which has easy to use navigational features • To assist the learner to develop the language, literacy and numeracy skills related to Web Design through the medium of the module themes and content • To enable the learner to take responsibility for his/her own learning.

9. Learning Outcomes of Level 4 Web Design 4N1122

Learners will be able to:

1. Describe the structure of a webpage

2. Discuss the features of a good website

3. Design a basic website to a maximum of two pages

4. Insert basic HTML tags

5. Format text to include bold, italics, font size, font colour

6. Format page layout to include centre, background colour and background

7. Apply RGB colour system

8. Create ordered and unordered lists

9. Insert hyperlinks, and images or graphics

10. Use a paper based system and a computer system to enter and retrieve data

11. Save webpage as HTML file

12. Preview webpage in internet browser

13. Print finished website.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Section 1 : Web Design

Indicative Content for Section 1 here

In order to achieve the Learning Outcomes for this programme, facilitate the learner to:

- Understand and demonstrate in their designs, the Basic Structure of a Web Page, including:
  - The Doctype
  - The Document Tree – opening and closing document elements in tabbed structure e.g.
    - <html>
    - <head>
    - <title>Page Title</title>
    - </head>
    - <body>
    - </body>
    - </html>
  - html - Begins your HTML document.
  - head - Contains information about the page such as:
    - title - which represents the document's title, it identifies what this document is. The content inside the title may be used to provide a heading that appears in the browser's title bar.
    - base - URLs for links or resources on the page, and target windows in which to open linked content
    - link - refers to a resource of some kind, most often to a style sheet that provides instructions about how to style the various elements on the web page
    - meta - provides additional information about the page; for example, which character encoding the page uses, a summary of the page's content, instructions to search engines about whether or not to index content, and so on
    - object - represents a generic, multipurpose container for a media object
    - script - used either to embed or refer to an external script
    - style - provides an area for defining embedded (page-specific) CSS styles
    - **All of the above elements are optional and can appear in any order within the**

> **head.**
> - Body - This is where the bulk of the page is contained. Everything that you can see in the browser window is contained inside this element, including paragraphs, lists, links, images, tables etc.

- Understand and apply good design principles to website development, including:
  - General Design:
    - Websites must look presentable with appropriate use and placing of text, photos, headings, as well as other graphic elements.
    - A website should suit the purpose for which it is made and the page style, themes, etc should remain the same throughout the website.
    - The rule of the thumb is websites must load quickly. If the website takes too much time to load, then it is counted as a serious bad feature which discourages users from visiting the website.
  - Content:
    - It is important to see to it that the background colour does not interrupt the readability of the content and the sequence of information is presented in the correct manner.
    - The font, font colour and font size are friendly to the reader.
    - One of the recent features is, publishing content in the center of the page.
    - Web pages that include paragraphs of web content in all caps/bold/italic/underlined/all-at-once are seriously considered to be a **bad** feature.
  - Navigation:
    - Each website has its own navigation theme which should be reflected throughout the website.
    - The Navigation bars and buttons should be designed in such a manner that they are visible at first sight and enhance the user's experience of navigating the website.
    - If a website has a lot of complicated frames embedded within it, then users will have to unnecessarily keep scrolling twice, thrice or even more.
  - Links:
    - Underlined links with a colour different from the simple text and background colour make it easy for the user to understand that it is a link.
    - The link must always remain live while at the same time, the links within the background pages must always be visible to the user.
    - Dead links constitute a bad design.

- Graphics:
    - Websites must have graphics with an ALT label and every graphic links should have a similar text link. Preferably, it is advisable to use small buttons.
    - Websites must use graphics that load fast. Large graphic files would take a long time to load if the user is using a slow Internet connection.
    - Browser-safe colours must be used within the graphics as well as backgrounds. Too many graphics or animated graphics count as a bad feature and should be avoided.
- Embed good design principles and features into website design in order to enhance a user's experience.
- Design a basic website to a maximum of two pages.
- Create ordered and unordered lists
- Insert hyperlinks, and images or graphics
- Understand the use of basic HTML tags and apply them to their website design for example:
- **Links**
    - Ordinary link: Link-text goes here
    - Image-link:
    - Mailto link: Send e-mail
- **A named anchor:**
    - Tips Section
    - Jump to the Tips Section

- **Heading Elements**
    - <h1>Largest Heading</h1>
    - <h2> . . . </h2>
    - <h3> . . . </h3>
    - <h4> . . . </h4>
    - <h5> . . . </h5>
    - <h6>Smallest Heading</h6>
- **Text Elements**
    - <p>This is a paragraph</p>
    -
 (line break)
    - <hr /> (horizontal rule)
    - <pre> preformatted</pre>
    - This text is emphasized

- **Unordered list**
    -
    - Item
    - Item
    -
- **Ordered list**
    -
    - First item
    - Second item
    -
- **Definition list**
    - <dl>
    - <dt>First term</dt>

- o This text is strong
- o <code>computer code</code>
- o This text is bold
- o <i>This text is italic</i>

- o <dd>Definition</dd>
- o <dt>Next term</dt>
- o <dd>Definition</dd>
- o </dl>

- **Other Elements**
  - o <!-- This is a comment -->
  - o <blockquote>
  - o Text quoted from a source.
  - o </blockquote>
  - o <address>
  - o Written by ??
  - o Email me
  - o Address: ??
  - o Phone: ??
  - o </address>

- **Tables**
  - o <table border="1">
  - o <tr>
  - o <th>Tableheader</th>
  - o <th>Tableheader</th>
  - o </tr>
  - o <tr>
  - o <td>sometext</td>
  - o <td>sometext</td>
  - o </tr>
  - o </table>

- Format text to include bold, italics, font size, font colour etc.
  - o Use the html elements to format text for example:
    - ▪ <p>
    - ▪
    - ▪ This paragraph is in Arial, size 5, and in red text color.
    - ▪
    - ▪ </p>
- Format page layout to include centre, background colour and background
  - o Use the html elements to format the page layout for example:
    - ▪ <body background="" bgcolor=""><center>
    - ▪ <p>hello world</p>
    - ▪ </center>
    - ▪ </body>
- Understand and be able to demonstrate how to:
  - o Save a webpage as HTML file

- o Preview a webpage in internet browser

- o Print a finished website.

- Describe what the RGB colour system is and apply the principles to web design

- Additive Colour System, Red - Green - Blue (RGB)

  - o This colour model is used in computer monitors, television sets, and theatre.

  - o This system applies only to devices employing light, such as computer monitors and television sets.

- Web colours are colours used in designing web pages, and the methods for describing and specifying those colours. Hexadecimal colour codes begin with a hash (#).

  - o Colours may be specified as an RGB triplet in hexadecimal format (a hex triplet); they may also be specified according to their common English names in some cases e.g. "red, blue etc.".

  - o A hex triplet is a six-digit, three-byte hexadecimal number used in HTML & CSS, and other computing applications, to represent colours. The bytes represent the red, green and blue components of the colour e.g. #FFFFFF = White.

- Compare the use of paper based systems and computer systems to enter and retrieve data, the advantages/disadvantages of each and their application
  - o Design a paper based system to store a set of specified data
  - o Design a computer based system to store the same data

11. Assessment

11a. Assessment Techniques

Project   100%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Describe the structure of a webpage	Project
2. Discuss the features of a good website	Project
3. Design a basic website to a maximum of two pages	Project
4. Insert basic HTML tags	Project
5. Format text to include bold, italics, font size, font colour	Project
6. Format page layout to include centre, background colour and background	Project
7. Apply RGB colour system	Project
8. Create ordered and unordered lists	Project
9. Insert hyperlinks, and images or graphics	Project
10. Use a paper based system and a computer system to enter and retrieve data.	Project
11. Save webpage as HTML file	Project
12. Preview webpage in internet browser	Project
13. Print finished website.	Project

11c.   Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the Project. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Project	100%

The project will be completed over a period of 3 to 6 Weeks
Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format. All instructions for the learner must be clearly outlined in an assessment brief. Using only a text editor for example (Notepad, Textpad); Design a project brief to create a website for example (with hobbies and interests) and also to write a report. The website should include the following: • 2 pages with working internal links to and from home page. • Include a colour scheme with a background colour or image. • Include external links, one that includes text and another for an image. • Include images appropriate size for page. • Create ordered and unordered lists. • Format text to include bold, italics, font size, font colour. • Thumbnail links to larger images if appropriate. • Captions/descriptions if necessary. • Include links to related sites. Report to include: • Describing the structure of their webpage / website. • Discuss the features of a good webpage / website. • Print the finished report and website.

12. Grading
Distinction: 80% - 100%
Merit: 65% - 79%
Pass: 50% - 64%
Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Web Design 4N1122	Learner Marking Sheet Project – 100%

Learner's Name: _____   Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
2 pages with working internal links to and from home page included. - RGB Colour scheme with a background colour or image included - Use of external links, one that includes text and another for an image. - Use of images appropriate size for page. - Ordered and unordered lists created - HTML tags inserted correctly. - Save the webpage as a HTML file - Text formatted to include bold, italics, font size, font colour.	15 10 10 5 10 10 5 10	
Sub -Total	75	
Report should include the following: - Describing the structure of the webpage / website. - Features of good website discussed. - Report and website printed.	10 10 5	
Sub-Total	25	
Total Mark	100	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____