**NZQA**

**Approved**

Achievement standard: 91369 Version 3

Standard title: Demonstrate understanding of advanced concepts of digital media

Level: 2

Credits: 4

Resource title: Hair online

Resource reference: Digital Technologies VP-2.42 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91369-02-8239 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91369

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate understanding of advanced concepts of digital media (different websites) related to the image industry, in particular hair salons.

You are going to be assessed on how you demonstrate comprehensive understanding of the websites used in the hair salon industry.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are to prepare a report about the effectiveness of The New Zealand Hairdressing Industry Training Organisation’s (HITO) website as compared to one other website from the hair industry.

Look at the HITO website (<http://www.hito.org.nz/>) and choose at least one other website from the following list, or another agreed to by your assessor/educator:

The New Zealand Association of Registered Hairdressers (NZARH) <http://www.nzhairdressing.org.nz/>

Organisation Mondiale Coiffure <http://www.omchairworld.com/>

Good Hair Day <http://www.ghdhair.com/>

United Kingdom Hair Dressers <http://www.ukhairdressers.com/>

Hairdressers Journal Interactive <http://www.hji.co.uk/Home/>

View the HITO website and your chosen website, and gather evidence for your portfolio about:

* advanced tools and techniques used to create, edit and integrate digital media outcomes
* standards and conventions used to produce digital media outcomes
* data integrity and testing procedures applied when developing digital media outcomes
* asset management and file management applied in the development of digital media outcomes
* legal, ethical, and moral considerations in relation to the requirements of digital media outcomes in the wider community.

You may gather evidence from:

* your own practice
* the practice of fellow learners and industry
* examples provided by your assessor/educator.

## Plan your portfolio

Make notes as you research the two websites.

Confirm the format for your portfolio of evidence with your assessor/educator.

## Create your portfolio

Using your notes and other sources, create a portfolio that demonstrates your understanding of advanced concepts of digital media. For definitions of key terms, see Resource A.

You will:

* explain how and discuss why advanced tools and techniques are used to create, edit, integrate, and enhance digital media
* explain the standards and conventions used when creating digital media, and discuss their positive and negative implications
* explain how asset management and file management are applied in developing digital media, and discuss why it is important that they are effective and appropriate
* explain how data integrity and testing procedures are applied when developing digital media, and discuss why they are important
* explain the data integrity and testing procedures used to ensure the outcome meets the specifications
* explain legal, ethical, and moral responsibilities of website designers in relation to the wider community
* discuss the relationship between standards and conventions and legal, ethical, and moral considerations in relation to the requirements of digital media
* evaluate how the application of tools, techniques, standards, and conventions affects the quality of digital media.

Submit your portfolio and a bibliography listing all of the sources you used to your assessor/educator.

# Resource A

## Key terms

* Advanced tools and techniques may include, but are not limited to:
  + web design: writing and editing code using HTML and CSS, HTML to semantically structure content (for example navigation, header, footer, external CSS for screen layout) and to style distinct elements (for example font face, rotating elements, drop shadows, rounded corners, page layouts, validating)
  + image manipulation (for example gradient fills, drop shadows, composition layer masks, converting colour modes, correcting image distortion and noise, pixel selections, drawing, web graphics)
  + motion graphics (for example workflow, capturing and digitising, editing sequences, effects, transitions and titling, multiple timelines, looping video, simple interactive controls such as stop and play, exporting).
* Data integrity procedures involve testing to check for relevance, accuracy, and reliability, to ensure the outcome functions as intended.
* Standards and conventionsare the technical specifications, design principles, guidelines, and terminology appropriate to a media type.
* Design principles may include colour, line, shape, texture, clarity, scale, contrast, space, and proximity.
* Asset management refers to the effective use of elements in the final outcome. Assets may include compressed sound files, flattened images and compressed video.
* File management may include effective application of naming conventions, folder structures, and grouping of similar elements.
* Legal, ethical and moral responsibilities are the social implications of the outcome within the wider community (for example licensing, creative commons, copyright, attribution, digital ownership, privacy, access to information, method of publication, and implication of the longevity of digital content on the internet).

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to investigate websites related to the hair industry and demonstrate comprehensive understanding of advanced concepts of digital media.

Learners are not expected to know the specific reasons for design decisions behind a particular digital media, but need to demonstrate understanding of what could and should have happened to arrive at that design.

# Conditions

This is an individual assessment task.

Learners are not assessed on their ability to produce a digital media outcome as part of this assessment activity.

The activity can be easily adapted for other digital media outcomes (for example an edited movie or multi-page desktop-published document). Learners need to explore at least two examples of digital media outcomes (for example, two websites, or a brochure and an e‑book).

# Resource requirements

Learners will require access to the internet.

# Additional information

None.

# Assessment schedule: Digital Technologies 91369 – Hair online

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of advanced concepts of digital media by:   * explaining how advanced tools and techniques are used to create, edit, and integrate digital media outcomes   For example:  The learner draws on a variety of hair industry-related websites and explains the use of:   * + navigation bars   + search functions   + rounded tabs in menus   + navigation icons   + digital-friendly style sheets   + use of external and/or multiple style sheets   + use of semantic CSS layout techniques   + use of absolute/relative positioning   + use of liquid layouts so the content adjusts to the size of a user’s screen. * explaining the standards and conventions used to produce digital media outcomes   For example:   * + use of metadata to aid searching   + use of a doc-type tag to indicate language and version used in the creation of the page   + use of the title tag   + correct opening and closing of HTML tags   + separation of content from layout   + use of index, home, or default as file name of start page   + navigation placed consistently   + commented code. * explaining how asset management and file management are applied in the development of digital media outcomes   For example:   * + a folder structure is used to keep assets separate   + sound files are provided in a compressed format   + video files are provided in a compressed format   + images are optimised (compressed, but not pixelated)   + a file naming convention is used   + image backgrounds are tiled repeats to save file space.   The learner explains the use of an application: *All the images used in the navigation bar have the prefix ‘nav’, followed by a code indicating what part of the navigation bar they are in.*   * explaining legal, ethical, and moral considerations in relation to the requirements of digital media outcomes in the wider community   For example:   * + legal copyright – for example, reminding users that content must belong to them in order for them to be able to share it, and ignoring this can result in charges and fines   + compliance with the Fair Trading Act – for example, the need for a site to ensure that users agree imagery is not subject to copyright before uploading it   + moral – for example, ensuring that visual imagery on a site is appropriately inclusive and does not prejudice any particular group   + issues relating to security and authentication – for example, how users identify themselves on a site where they are required to log in and comparing this with a site that does not require logging in   + ethical – for example, ensuring that users are of an appropriate age, particularly where online shopping is offered. * explaining the data integrity and testing procedures used to ensure the outcome meets the specifications   For example:  The learner makes specific reference to the outcome’s success in relation to the specifications: *A specification for web browser testing required the designer to test the outcome in a variety of web browsers. This was determined by an analysis of the web browsers that the target audience actually used*, *and tested accordingly.*  The explanation needs to show some knowledge of specifications of the outcome considered.   * explaining how data integrity and testing procedures are applied when developing digital media outcomes   For example:   * + proofreading for accuracy   + websites look different in different browsers   + testing for function in multiple browsers, perhaps using an emulator such as screenshots.org   + checking of dead/dysfunctional links   + checking the requirements of bandwidth and speed to ensure the website functions   + checking that e-commerce functions are secure and functional.   The learner explains the use of applications: *Proofreading is applied by website designers by reading, detecting, and correcting any errors in content*.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of advanced concepts of digital media by:   * explaining how and discussing why advanced tools and techniques have been used to create, edit, and integrate digital media, and how their use has enhanced the outcome   For example:   * + use of liquid layouts means that the user’s screen size sets the size of the layout, as the content adjusts to the size of the user’s screen   + the user influencing how the content is displayed   + the ease with which the user will navigate through the site   + conforming to widely accepted codes of practice and norms in website design   + enhanced branding message and consistency in design   + browser compatibility. * discussing the positive and negative implications of adhering to digital media standards and conventions when developing digital media outcomes   For example:   * + commenting code   + establishing functionality specifications that set reasonable limits for a website design (e.g. which browsers will be catered for and tested on)   + sustainability of the outcome across emerging browsers for maintenance   + working efficiently with a group of designers to ensure a shared understanding   + designers being constrained by having to use code techniques that will work on multiple browsers   + well-structured code and thorough commenting taking time. * discussing the importance of effective and appropriate asset management and file management in the development of digital media outcomes   For example:  The learner discusses why:   * + images are optimised (compressed, but not pixelated)   + a file-naming convention is used   + a folder structure is used to keep assets separate.   The learner discusses the importance of effective use of the asset and file management for a logical file structure: *A logical file structure using separate folders for different types of assets means you can easily use web development software to generate a site map and it’s easier to manage assets for future maintenance. If you left all files at the root directory it would be very difficult to see which files belonged where and you would waste time searching and sorting*.   * discussing the importance of appropriate data integrity and testing procedures in the development of digital media outcomes   For example:   * + proofreading for accuracy   + websites look different in different browsers   + testing for function in multiple browsers, perhaps using an emulator such as screenshots.org   + checking of dead/dysfunctional links   + checking the requirements of bandwidth and speed to ensure the website functions   + checking that e-commerce functions are secure and functional.   The learner discusses the importance of procedures: *Proofreading is applied by website designers by reading, detecting, and correcting any errors in content. It is crucial for maintaining the credibility of a site and associated brand or business. Dead or broken links also undermine credibility. If a user comes across broken links it suggests the site is not current or regularly checked, implying that the business is unprofessional or unreliable*.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of advanced concepts of digital media by:   * explaining how and discussing why advanced tools and techniques have been used to create, edit, and integrate digital media, and how their use has enhanced the outcome * evaluating how the application of tools, techniques, standards, and conventions affect the quality of digital media outcomes   For example:   * + use of liquid layouts means that the user’s screen size sets the size of the layout, as the content adjusts to the size of the user’s screen   + the user influencing how the content is displayed   + the ease with which the user will navigate through the site   + conforming to widely accepted codes of practice and norms in website design   + enhanced branding message and consistency in design   + browser compatibility.   The learner refers to efficiency, codes of practice, and ease of use and maintenances: *It is crucial that a site with multiple images has employed excellent optimisation techniques, ensuring the smallest possible file size without loss of quality. However, designers must then make certain that raw layered files are available offline for future edits. Exported and optimised files are not editable, but the raw files must not be kept on the web server with the web images because they take up too much file space. For designers to efficiently make edits, the naming conventions used in exported and raw files must enable the user to know which files are connected.*   * discussing the importance of effective and appropriate asset management and file management in the development of digital media outcomes   For example:  The learner discusses why:   * + images are optimised (compressed, but not pixelated)   + a file-naming convention is used   + a folder structure is used to keep assets separate.   The learner discusses the importance of effective use of the asset and file management for a logical file structure: *A logical file structure using separate folders for different types of assets means you can easily use web development software to generate a site map, and it’s easier to manage assets for future maintenance. If you left all files at the root directory, it would be very difficult to see which files belonged where and you would waste time searching and sorting.*   * discussing the importance of appropriate data integrity and testing procedures in the development of digital media outcomes   For example:   * + proofreading for accuracy   + websites look different in different browsers   + testing for function in multiple browsers, perhaps using an emulator such as screenshots.org   + checking of dead/dysfunctional links   + checking the requirements of bandwidth and speed to ensure the website functions   + checking that e-commerce functions are secure and functional.   The learner discusses the importance of procedures: *Proofreading is applied by website designers by reading, detecting, and correcting any errors in content. It is crucial for maintaining the credibility of a site and associated brand or business. Dead or broken links also undermine credibility. If a user comes across broken links, it suggests the site is not current or regularly checked, implying that the business is unprofessional or unreliable.*   * discussing the relationship between standards and conventions, and legal, ethical, and moral considerations in relation to the requirements of digital media outcomes   For example:  The learner discusses the legal risks arising from incorporating a commercial feature on a business website: *Storing credit card details in an e-commerce site is a common tool to make shopping convenient for users and to encourage sales. For a hair-industry-related website that contains a shopping cart feature, the site designers would have to consider security carefully. Not only would they want to protect users from external threats, but they would have to carefully consider potential internal misuse. An example of this could be the use of a parent’s stored credit card details by a child to make unauthorised purchases. It would be wise to not enable that function even though it may be a more convenient feature for a user making multiple purchases over time.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.