



Create and update a tourism website

D2.TGA.CL6.01

Trainer Guide



Create and update a tourism website

D2.TGA.CL6.01

Trainer Guide



Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria

Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director:	Wayne Crosbie
Project Manager	Jim Irwin
Chief Writer:	Alan Hickman
Subject Writer:	Sheena D'souza
Editor:	Jim Irwin
DTP/Production:	Daniel Chee, Mai Vu, Cindy Curran

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Tourism Labour Divisions for Travel Agencies and Tour Operations".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2015.

All rights reserved.

Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: TG_Create and update a tourism website_010714

Table of contents

Competency Based Training (CBT) and assessment – An introduction for trainers	1
Competency standard.....	11
Notes and PowerPoint slides	27
Recommended training equipment	223
Instructions for Trainers for using PowerPoint – Presenter View	225
Appendix – ASEAN acronyms	227

Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational safety and health requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for participant diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant centred learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /group exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative assessment tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

UNIT TITLE: CREATE AND UPDATE A TOURISM WEBSITE		NOMINAL HOURS: 100
UNIT NUMBER: D2.TGA.CL6.01		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to establish and maintain a tourism business website in accordance with established e-business and e-marketing strategies.		
ELEMENTS AND PERFORMANCE CRITERIA		UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Determine the requirements for the website 1.1 Seek input from <i>relevant personnel</i> 1.2 Identify the <i>legislation, codes and standards</i> necessary for compliance requirements 1.3 Identify the <i>business and marketing purpose of the website</i> 1.4 Determine the business image to be projected by the website Element 2: Determine the objectives for the website 2.1 <i>Assess the internal and external factors impacting on the business</i> 2.2 Gather and analyse <i>information on the target audiences</i> for the website		Unit Variables <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all organisations that operate their own website within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1 Travel Agencies 2 Tour Operation <p>Relevant personnel may include:</p> <ul style="list-style-type: none"> • Owners and managers • Marketing personnel • Technological and technical personnel • Web hosting service personnel • Client stakeholders.

<p>2.3 Develop a <i>business performance strategy</i> for the website</p> <p>Element 3: Develop the website strategies</p> <p>3.1 Describe <i>strategies to achieve identified business and marketing objectives</i></p> <p>3.2 Determine timelines for development and implementation of the website</p> <p>3.3 Develop a <i>budget to support the website</i></p> <p>3.4 Develop a <i>website management strategy</i></p> <p>3.5 Develop <i>operational website strategies</i></p> <p>3.6 Produce a <i>strategy to inform the public that the website is available</i> and operational</p> <p>Element 4: Plan the integration of the website into business operations</p> <p>4.1 Identify the links between the website and the <i>operational areas</i> of the business</p> <p>4.2 Identify responsibilities for the development of procedures to enable integration between the website and the operational areas of the business</p> <p>4.3 Establish <i>feedback mechanisms and processes to determine customer satisfaction with the website</i> and the business</p> <p>4.4 Establish <i>procedures to allow evaluation of the use of the website as a marketing tool</i></p>	<p>Legislation, codes and standards may include:</p> <ul style="list-style-type: none"> • Legislation of the host country, including copyright, defamation, privacy, intellectual property, confidentiality and other legislation impacting on e-business • Industry codes of practice • Industry standards. <p>Business and marketing purpose of the website may relate to:</p> <ul style="list-style-type: none"> • Promotion and sales • Contracting and procurement • Customer service • Provision of information • Collaboration • Support to multiple businesses • Value chain integration • Electronic payments • Consultancy services • Certification. <p>Assess the internal and external factors impacting on the business may be related to:</p> <ul style="list-style-type: none"> • Identifying the strengths and weaknesses of the business • Identifying the threats and opportunities facing the business. <p>Information on the target audiences should include:</p> <ul style="list-style-type: none"> • Reference to internal databases • Reference to marketing data.
--	--

<p>Element 5: Plan website structure</p> <p>5.1 Develop <i>website style and structure</i> to suit the identified business purpose and nominated target audiences</p> <p>5.2 Determine the <i>features and capabilities of the website</i></p> <p>5.3 Determine <i>layout and navigation requirements</i></p> <p>5.4 Select <i>authoring tools and software</i></p> <p>5.5 Integrate website <i>security requirements</i> into the development process</p> <p>Element 6: Develop website content</p> <p>6.1 Use <i>business information to create website content</i></p> <p>6.2 Define <i>information for inclusion on interactive forms</i></p> <p>6.3 <i>Adapt existing information</i> to accommodate website requirements</p> <p>6.4 Use <i>appropriate language</i></p> <p>6.5 <i>Integrate content features into the website</i></p> <p>6.6 <i>Check content</i> in accordance with website plan and purpose</p> <p>Element 7: Create website pages</p> <p>7.1 Create a <i>plan for website pages</i></p> <p>7.2 <i>Select web page titles and key words</i></p>	<p>Business performance strategy should relate to:</p> <ul style="list-style-type: none"> • Service objectives • Logistics of product supply, pricing, service provision and inventory management • Setting clear and measurable objectives in relation to website performance for the purposes of evaluation • Incorporation of website objectives into business objectives for products and services. <p>Strategies to achieve identified business and marketing objectives must occur:</p> <ul style="list-style-type: none"> • In accordance with existing e-business and e-marketing strategies. <p><i>Budget to support the website</i> may include funds to provide for:</p> <ul style="list-style-type: none"> • Site development • Website set-up and establishment • Web hosting services • Website maintenance including updates of website. <p>Website management strategy may include:</p> <ul style="list-style-type: none"> • Content management • Update procedures • Website standards and procedures • Website policies and procedures • Ensuring relevance, accuracy and currency of information provided on-line. <p>Operational website strategies should relate to:</p> <ul style="list-style-type: none"> • Implementation of the website • Monitoring of the website including content management strategies • Maintenance of the website
---	--

<p>7.3 <i>Add features to improve web page presentation</i></p> <p>7.4 <i>Develop linked web pages</i></p> <p>7.5 <i>Use appropriate techniques to create interactive forms within website pages</i></p> <p>7.6 <i>Create all pages to be consistent with site design specifications</i></p> <p>Element 8: Select website hosting service</p> <p>8.1 <i>Identify relevant sources of information on web hosting options</i></p> <p>8.2 <i>Select suitable web hosting service</i></p> <p>8.3 <i>Upload files to selected web hosting services</i></p> <p>Element 9: Update website</p> <p>9.1 <i>Establish responsibility for updating website</i></p> <p>9.2 <i>Check web pages for relevance and currency</i></p> <p>9.3 <i>Check links and navigation</i></p> <p>9.4 <i>Edit information as required</i></p> <p>9.5 <i>Verify on-line information against off-line information</i></p> <p>9.6 <i>Test and confirm changes</i></p>	<ul style="list-style-type: none"> • Consideration of the use of in-house personnel or external service providers • Cooperation with technical personnel • Performance measures • Measurement of marketing activities. <p>Strategy to inform the public that the website is available may include:</p> <ul style="list-style-type: none"> • Traditional media publicity • Newsgroup notice • Internet chat room • Registration with search engines • Links to other sites • Design of site using key words and meta-tags • Verbal communication with clients. <p><i>Operational areas</i> should align with the overall e-business strategy and may include:</p> <ul style="list-style-type: none"> • Marketing and sales • Customer service • Supply and dispatch of goods • Service support • After-sales service • Administration • Finance • Training and development • User groups. •
---	---

	<p>Feedback mechanisms and processes to determine customer satisfaction with the website may include:</p> <ul style="list-style-type: none"> • On-line surveys and feedback • Verbal discussions with clients • Targeted market research. <p>Procedures to allow evaluation of the use of the website as a marketing tool may include:</p> <ul style="list-style-type: none"> • Establishing initial benchmark statistics • Tracking Key Performance Indicators (KPIs) relating to marketing success, including number of hits on the site, level of sales and bookings, number of on-line queries received and asking whether they used the website to obtain purchasing information. <p>Website style and structure may be related to:</p> <ul style="list-style-type: none"> • Home page • Identification of main section • Identification of sub-sections • Content ranking • Themes • Hierarchies • Search engine optimisation • Internal and external linking • Clear and accurate documentation of structure to facilitate the development process • Accommodation of identified preferences of target markets/audiences • Aligning with established business website strategy.
	<p>Features and capabilities of the website may include:</p>

	<ul style="list-style-type: none">• Marketing features• Legal requirements• Privacy and confidentiality requirements• Security requirements• Authentication facility or link• Customer service requirements• Shopping cart facilities• Electronic payment facilities• On-line catalogues and brochures• Knowledge and information bases, such as destinations, weather, currency, history, maps, timetables and schedules• Frequently Asked Questions (FAQs) page• Thumbnails and image maps• Active links• Authentication facility or link• Navigation buttons• Colour, sound, video, images and graphics• Downloadable files• Search facility• Facility for user feedback on content and operation of the website• Text and tags in Hypertext Markup Language (HTML)• Cut down versions of web pages in Wireless Markup Language (WML) for access by Wireless Access Protocol (WAP) telephones.
--	---

	<p>Layout and navigation requirements must relate to:</p> <ul style="list-style-type: none">• Appearance• Readability and links• Ease of operation. <p><i>Authoring tools and software</i> must include evaluation of options which may include:</p> <ul style="list-style-type: none">• WordPad• Notepad• FrontPage• Dreamweaver• Adobe Photoshop. <p>Security requirements may include:</p> <ul style="list-style-type: none">• Developing security protocols and relevant user policies• Software products to track and identify visitors• Software to protect against illegal access, illegal installation and on-line information theft• Software to detect and remove unwanted threats, including viruses, spy ware, ad ware and worms• Validating website data for compliance with type, length, syntax and individual business rules• Prohibiting use of user-provided files on the website• Using cryptographic security protocols against phishing (tricking someone to release confidential information or do something they would not normally do) and web spoofing, including Single Socket Layer (SSL) and Transport Layer Security (TLS)• Including security in all testing and systems checks
--	--

	<ul style="list-style-type: none">• Developing disaster recovery plans• Applying protocol recommended by the web hosting service and internal technical personnel• Password protection• Limiting viewing of rates• Limiting downloading of images/image encoding• Payment mechanisms. <p>Business information to create website content may include:</p> <ul style="list-style-type: none">• Selecting material in accordance with the website strategy• Targeting content to match business and marketing objectives• Ensuring appropriate authorisations are obtained to use materials on-line• Aligning material with identified sections and sub-sections <p><i>Content</i> may relate to:</p> <ul style="list-style-type: none">▪ Knowledge bases▪ Products and services▪ Catalogues and brochures▪ Thumbnails▪ Frequently asked questions▪ Company profile▪ Staff profiles▪ Business history▪ Client testimonials▪ Published material.
--	---

	<p>Information for inclusion on interactive forms may include:</p> <ul style="list-style-type: none">• Matching the information to the purpose of the form• Identifying information required by the marketing department• Observing privacy obligations• Taking into account the sensitivity of information sought in relation to target audiences• Ensuring ease of completion• Minimising time required to complete. <p>Adapt existing information may include:</p> <ul style="list-style-type: none">• Ensuring clarity of information including graphics, diagrams and text• Ensuring scan ability of materials• Ensuring readability of the content• Modifying text to meet the identified needs of and preferences of target audiences. <p>Appropriate language may include:</p> <ul style="list-style-type: none">• Choosing suitable style and tone• Selecting language to be used such as English or the language of the host country• Matching words used to knowledge and experience of the target audiences and expected users• Ensuring the language reflects the desired image of the business. <p>Integrate content features into the website must include:</p> <ul style="list-style-type: none">• Alignment with the website structure and plan. <p><i>Check content</i> may include:</p> <ul style="list-style-type: none">• Ensuring accuracy
--	---

	<ul style="list-style-type: none">• Checking relevance• Ensuring currency• Verifying that all identified content has been developed• Observing legislated copyright and intellectual property rights requirements• Obtaining hard copy permission to use copyright-protected monitoring material. <p>Plan for website pages should include:</p> <ul style="list-style-type: none">• Use of active links to meet identified layout and facilitate navigation• Eye appeal• Ease of operation/user friendliness of site and individual pages. <p>Select web page titles and key words should include:</p> <ul style="list-style-type: none">• Reflecting identified business image and purpose• Specifying content within the title• Facilitating ease of use of the site• Selecting key words to assist access by search engines, including crawler-based and human-powered. <p>Features to improve web page presentation may include:</p> <ul style="list-style-type: none">• Animated sequences• Sound• Movie sequences• Plug ins• Downloadable files• Text enhancement, including use of bold, italics, subscript, superscript, strikethrough, different fonts and font sizes
--	--

- Colour
- Images, including photographs and graphics
- Lists, including bulleted and numbered
- Tables
- Interactive forms for bookings and enquiries.

Linked web pages may include:

- Alignment with website plan
- Naming links in a clear and unambiguous manner
- Links between individual web pages and the home page
- Links to other websites.

Relevant sources of information on web hosting options may include:

- Internet Service Providers (ISPs)
- Industry associations
- Existing users
- Information Technology (IT) media reviews and articles
- Internet searches.

Select suitable web hosting service may include:

- Evaluating options available
- Considering technical requirements
- Factoring in identified business requirements
- Assessing value-for-money
- Determining capacity to vary initial agreement.

	<p><i>Upload files</i> may include:</p> <ul style="list-style-type: none">• Meeting the requirements of individual business hosting agreements• Ensuring technical requirements are met• Developing a set of timelines for uploading material• Ensuring allocation of material to identified sections and sub-sections. <p>Establish responsibility for updating website may include:</p> <ul style="list-style-type: none">• Determining frequency• Scheduling updates• Nominating personnel with authority to undertake updates. <p>Check web pages for relevance and currency may include:</p> <ul style="list-style-type: none">• Confirming acceptability of current on-line material• Obtaining revised and additional material in electronic form• Confirming age limit of links that should be retained or deleted. <p>Check links and navigation may include:</p> <ul style="list-style-type: none">• Using appropriate link-checking software to test links• Running appropriate link-checking software to check currency of existing links• Capture and file report documentation generated according to technical and organisational requirements. <p>Edit information may include:</p> <ul style="list-style-type: none">• Checking broken or failed links to determine site closures and new site addresses• Deleting closed links and re-establishing new site links where available• Checking internal page links and rectifying as required
--	---

	<ul style="list-style-type: none"> • Deleting old links as required • Inserting and editing content material as required • Making heading, typographical and image revisions as required • Inserting additional pages as required • Confirming links from newly inserted pages • Advising relevant personnel if new buttons, interface or navigation design are needed to incorporate additional material. <p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • Enterprise policies and procedures in regard to website development, use and maintenance • Knowledge of host country relating to the operation of websites • General knowledge of e-business and e-marketing principles and practices • General knowledge of the internet and the world wide web • Knowledge of browsers, search engines and web crawlers • Ability to use strategic planning techniques • Ability to apply computer technology skills. <p>Linkages To Other Units</p> <ul style="list-style-type: none"> • Access and retrieve computer-based data • Develop a marketing strategy and coordinate sales activities • Establish and maintain a business relationship • Develop and implement a business plan • Develop new products and services
	<ul style="list-style-type: none"> • Monitor and maintain a business computer system

	<ul style="list-style-type: none"> • Plan and establish systems and procedures • Use common business tools and technology • Manage legal requirements for business compliance • Promote products and services to customers • Access and interpret product information • Maintain product information inventory • Operate an automated information system • Source and provide destination information and advice • Develop and manage business strategies • Manage and monitor innovative tourism programs and projects • Source and present information • Lead and manage a development team. <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Understanding of host enterprise policies and procedures in regard to website development, use and maintenance • Demonstrated ability to create a fully-functional, user-friendly, suitably comprehensive and effective website for a nominated real or simulated business • Demonstrated ability to update a nominated website to ensure relevance, currency and accuracy, including the removal of nominated content, links and/or pages and the addition of nominated content, links and/or pages. <p>Context of Assessment</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Actual or simulated workplace application of web design, development, implementation and maintenance skills and practices.
--	--

	Resource Implications <ul style="list-style-type: none">• Training and assessment must include the use of real base information, real web pages and real content in a real or simulated e-business environment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.		
	Assessment Methods <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none">• Observation of practical candidate performance• Analysis of the finished website, pages, content and user-friendliness against set criteria• Feedback from users of the website• Oral and written questions• Third party reports completed by a supervisor• Project and assignment work.		
	Key Competencies in this Unit <p>Level 1 = competence to undertake tasks effectively</p> <p>Level 2 = competence to manage tasks</p> <p>Level 3 = competence to use concepts for evaluating</p>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	3	Identify website structure suitable for the business; determine content and features of the site
Communicating ideas and information	3	Use linked web pages and language style and tone suitable for the business; develop customer feedback procedures	

	Planning and organising activities	3	Design the layout of and links to and from the website to complement business objectives
	Working with others and in teams	3	Determine the features and purpose of the website; respond to customer feedback regarding the website
	Using mathematical ideas and techniques	2	Create layouts for web pages
	Solving problems	3	Address problems arising from testing the website
	Using technology	3	Develop the website; use nominated software

Notes and PowerPoint slides

Slide

CREATE AND UPDATE A TOURISM WEBSITE

D2.TGA.CL6.01



Slide 1

Slide No	Trainer Notes
1.	<p>Trainer to welcome students to the class.</p> <p>Introduce self and state qualification to teach this unit.</p> <p>Give overview of qualifications and describe industry experience.</p>

Slide

Subject Elements

- ◉ Determine the requirements for the website
- ◉ Determine the objectives for the website
- ◉ Develop the website strategies
- ◉ Plan the integration of the website into business operations
- ◉ Plan website structure
- ◉ Develop website content
- ◉ Create website pages
- ◉ Select website hosting service
- ◉ Update website



Slide 2

Slide No	Trainer Notes
2.	<p>Trainer advises students this Unit comprises nine elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Students can obtain more detail from their Trainee Manual • The course presents advice and information but where their workplace requirements differ to what is presented, the workplace practices and standards must be observed.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer advises students that assessment for this Unit may take several forms all of which are aimed at verifying they have achieved competency for the Unit as required.</p> <p>Trainer indicates to students the methods of assessment that will be applied to them for this Unit.</p>

Slide

E1: Determine the requirements for the website



Slide 4

Slide No	Trainer Notes
4.	Trainer introduces the performance criteria for Element 1.

Slide

1.1 Seek input from relevant personnel

● Team approach:

- More effective
- Shared ideas
- Fewer disputes
- Group learning



Slide 5

Slide No	Trainer Notes
5.	<p>Benefits of using a team approach - establishments that encourage staff to work as a team and be self-directing in their approach to work will experience many benefits such as:</p> <ul style="list-style-type: none"> • A more effective, operational team • A department where nothing is too much trouble – whether or not it is a client or management who makes the request • More harmony and fewer disputes amongst staff • A far better working environment where you will be inclined to take less time off, and where you will actually look forward to going to work • Less clock watching, and more pats on the back – from management and patrons • More innovative and creative ideas – a situation will emerge where you are encouraged to try out new (but nonetheless intelligent ideas and concepts • More learning – not just about the establishment and the industry, but also about co-workers, group dynamics and interpersonal relationships • Higher levels of achievement than anyone thought possible – the power of ten people is far greater than 10 individuals, and there is also the momentum and power that a group decision brings with it.

Slide

1.1 Seek input from relevant personnel

- Relevant personnel:
 - Management, supervisors, business owners or client stakeholders
 - People from other departments
 - Technical personnel
 - Web hosting service personnel

(Continued)

Slide 6

Slide No	Trainer Notes
6.	<p>Management, supervisors, business owners or client stakeholders – who can supply input regarding staffing levels, priorities, immediate workplace need and so on.</p> <p>People from other departments with which you have contact – these people may be management level or they may be operational workers such as marketing personnel.</p> <p>Technological and technical personnel – who may be in the workplace and have specific requests etc. for the upcoming project period.</p> <p>Web hosting service personnel – who may provide details regarding bookings, reservations or details of other work tasks from other areas that need to be integrated into the work or project system.</p>

Slide

1.1 Seek input from relevant personnel

- Domain Register
- Web Developer
- Graphic Designer
- Script and Web Software Authors



Slide 7

Slide No	Trainer Notes
7.	<p>Domain Register- This is will allow you to register and a website address. Registering a website address or domain name for a new website will reserve the website address and name so on one else can use it.</p> <p>Web Developer- The web developer is a person who builds the website. For smaller businesses, the web developer can be the owner. The web developer develops codes and customises the website. Other examples a web developer can complete are: setting up email accounts, host services and so on.</p> <p>Graphic Designer- The graphic designer can create the look of the website. Examples of this can include: selecting graphics, logs, branding, colour scheme and so on. For smaller businesses, the web designer could also be the graphic designer.</p> <p>Script and Web Software Authors- There are a verity of scripts or website softwares available if you choose to obtain a script or web software. Examples of script and web software are: WordPress, Drupal, Joomla, OpenCart, and Magento.</p>

Slide

1.1 Seek input from relevant personnel



Activity

Select a team of relevant personnel to develop your tourism website with you.

Slide 8

Slide No	Trainer Notes
8.	<p>Activity:</p> <ul style="list-style-type: none"> • Choose your title, roles and responsibilities • Choose your team members roles and responsibilities • Prepare a presentation on the teams roles and responsibilities. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 5-10 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

1.2 Identify the legislation, codes and standards necessary for compliance requirements

Laws

- Copy right
- Corporate law
- Defamation
- Privacy law
- Confidentially



(Continued)

Slide 9

Slide No	Trainer Notes
9.	Trainer to introduce each category asking students for their knowledge or examples of each.

Slide

1.2 Identify the legislation, codes and standards necessary for compliance requirements

- Information technology law
- Intellectual property law
- Data protection law
- Internet law
- Website law
- Contract law



Slide 10

Slide No	Trainer Notes
10.	Trainer to introduce each category asking students for their knowledge or examples of each.

Slide

1.2 Identify the legislation, codes and standards necessary for compliance requirements

Legal issues:

- Consumer protection issue
- Legislation of the host country
- Industry codes of practice
- Industry standards and privacy



Slide 11

Slide No	Trainer Notes
11.	<p>Legal issues impacting the Tourism Industry:</p> <p>Consumer protection issues: These address the increasing the responsibility on business to protect the interests of the clients from unconscionable activities and illegal action.</p> <p>Legislation of the host country- this includes copyright laws, defamation, intellectual property, confidentiality and other legislation impacting on e-business</p> <p>Industry codes of practice- each industry; hospitality, legal, tourism and so on have their own Codes of Practice which outline what must be followed to ensure compliancy standards have been met.</p> <p>Industry standards and privacy</p> <p>Privacy is as on-going issue in the industry and legislation places an obligation on employees not to release confidential information about their customers (without their express consent) which can include their:</p> <ul style="list-style-type: none"> • Name • Address • Phone number • Buying habits • Methods of payment used to buy products and services online. <p>Purchases – including frequency of purchases, type of and quantities of products and services bought.</p>

Slide

1.2 Identify the legislation, codes and standards necessary for compliance requirements



Activity

Choose one legal issue based on your country's legislation codes and standards.

Slide 12

Slide No	Trainer Notes
12.	<p>Activity:</p> <p>Listed below are Legal issues impacting the Tourism Industry (illustrated on page 17).</p> <p>Consumer protection issues: These address the increasing the responsibility on business to protect the interests of the clients from unconscionable activities and illegal action.</p> <p>Legislation of the host country- this includes copyright laws, defamation, intellectual property, confidentiality and other legislation impacting on e-business.</p> <p>Industry codes of practice- each industry; hospitality, legal, tourism and so on have their own Codes of Practice which outline what must be followed to ensure compliancy standards have been met.</p> <p>Industry standards and privacy.</p> <p>Activity:</p> <ul style="list-style-type: none"> Choose one out of the 4 legal issues Research the legal issue based on your country's legislation codes and standards Prepare a presentation on the legal issue. The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 2-5 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

1.3 Identify the business and marketing purpose of the website

Tourism websites

<http://restaurant-hospitality.com/newsletters/>

<http://www.hotelresource.com/Newsletter-index.html>

<http://www.hsmi.org/resources/newsletter.cfm>

www.traveldailynews.com/

<http://www.eglobaltravelmedia.com.au/mailindex>

Slide 13

Slide No	Trainer Notes
13.	<p>Examples of Tourism Websites which illustrate the latest news for the hospitality and tourism industry. The news illustrated focuses on the business and marketing updates of the Industry.</p> <p>Take 30 minutes to research the business and marketing purposes for the website(s).</p>

Slide

1.3 Identify the business and marketing purpose of the website

Business and Marketing purpose:

- Promotion and Sales
- Contracting and procurement
- Customer Service
- Collaboration with other organisations or partners



(Continued)

Slide 14

Slide No	Trainer Notes
14.	<p>Business websites are used to publish and provide information to its users. Organisations can use their websites to communicate the following:</p> <ul style="list-style-type: none"> • Promotion and Sales • Contracting and procurement • Customer Service • Collaboration with other organisations or partners • Support to multiple businesses- developing organisations or foundations • Value chain integration • Electronic payments • Consultancy services • Certification information of the organisation and website.

Slide

1.3 Identify the business and marketing purpose of the website

- Support to multiple businesses- developing organisations or foundations
- Value chain integration
- Electronic payments
- Consultancy services
- Certification information of the organisation and website



Slide 15

Slide No	Trainer Notes
----------	---------------

15.	Trainer to look to the students for knowledge or examples of each.
-----	--

Slide

1.3 Identify the business and marketing purpose of the website

Identify business and marketing purpose for the website:

- Identify target market
- Available products and services
- Invite visitors
- Provide updates



Slide 16

Slide No	Trainer Notes
16.	<p>Business and Market purpose</p> <p>The website project team specialises in developing an organisational website which will cater to the needs and wants of the visitors. Ways to identify what the needs and wants are of your visitors are:</p> <ul style="list-style-type: none"> • Identify the target market for the website • Provide available products or services on the website. <p>Provide searchable Frequency Asked Questions (FAQ's). This can reduce phone inquiries as visitors are able to independently locate comprehensive information on the website:</p> <ul style="list-style-type: none"> • Invite visitors to events such as workshops through the website • Provide updated news about your organisation.

Slide

1.3 Identify the business and marketing purpose of the website

Issues to Monitor:

- Changing and emerging trends
- New techniques and workplace practices
- New equipment and technology
- Initiatives relating to advertising, marketing and promotion – in-house and in public media



(Continued)

Slide 17

Slide No	Trainer Notes
17.	<p>Staff members should seek to identify a wide range of issues when regularly conducting monitoring of their website for areas requiring updates.</p> <p>An up to date site is better able to ensure satisfaction for both internal (staff) and external (clients) users.</p> <p>Issues to monitor may include:</p> <ul style="list-style-type: none"> • Changing and emerging trends • New techniques and workplace practices • New equipment and technology. <p>Initiatives relating to advertising, marketing and promotion – in-house and in public media.</p> <p>Changes to legislation, regulations, codes of practice, accords, licensing requirements and so on.</p> <p>Market research information – which has identified the needs, wants and preferences of customers.</p> <p>Trends and changes in selling prices of products and services being offered by the website.</p> <p>Activities that the opposition is undertaking to attract customers or to meet competition in the marketplace.</p>

Slide

1.3 Identify the business and marketing purpose of the website

- Changes to legislation, regulations, codes of practice, accords, licensing requirements
- Market research information
- Trends and changes
- Activities that the opposition is undertaking to attract customers

Slide 18

Slide No	Trainer Notes
18.	Trainer to lead student discussion on their use of websites, and what attracts them to particular websites.

Slide

1.3 Identify the business and marketing purpose of the website



Activity

Select a tourism website of your choice and identify if the website's business and marketing purpose.

Slide 19

Slide No	Trainer Notes
19.	<p>Activity:</p> <p>Select a tourism website of your choice and identify if the website has the following services:</p> <ul style="list-style-type: none"> • Promotion and Sales • Contracting and procurement • Customer Service • Collaboration with other organisations or partners • Support to multiple businesses- developing organisations or foundations • Value chain integration • Electronic payments • Consultancy services • Certification information of the organisation and website.

Activity:

- Locate where on the website the service can be found
- What images or key words are used to represent the services?
- Document your results
- Prepare a presentation on the on the website services. The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 5-10 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

1.4 Determine the business image to be projected by the website

Visualising the image:

- Simple design
- Clear functionality
- High quality images
- Concise content



Slide 20

Slide No	Trainer Notes
20.	<p>The benefits of visualisation are that it is a relatively quick activity, it's cheap and the 'end result' can be easily changed before the website is online. Visualisation certainly requires practice and different people do it different ways.</p> <p>Some people seem to visualise better on their own, in peace and quiet with a pencil in their hand and a blank piece of paper in front of them.</p> <p>Others visualise best when surrounded by other people who create discussion, raise points to consider, challenge thinking and modify ideas and suggestions until the group or team comes to a unified outcome.</p> <p>When developing the website image keep the following in mind:</p> <ul style="list-style-type: none"> • Simple design • Clear functionality • High quality images • Concise content. <p>Working with a graphic designer or a web developer on the above points will can assist in developing a website which will make the visitors want to stay on your website.</p>

Slide

1.4 Determine the business image to be projected by the website

Developing the image:

- Increased patronage or visitor numbers
- Increased revenue and profits
- Enhanced industry image and reputation
- More efficient and effective processes

(Continued)

Slide 21

Slide No	Trainer Notes
21.	<p>Use a range of sources and technology to paint a picture or create a definite image. This may include the use of use of photographs, samples, stakeholder testimonials, videos, slides, and other visual aids.</p> <p>Potential benefits to the organisation website may include:</p> <ul style="list-style-type: none"> • Increased patronage or visitor numbers • Increased revenue and profits • Enhanced industry image and reputation • More efficient and effective processes • More streamlined or easier use of processes for the visitor • Waste reduction i.e. The reduction of paper based information • Increased environmental friendliness • Meet/exceed competition offerings.

Slide

1.4 Determine the business image to be projected by the website

- More streamlined or easier use of processes for the visitor
- Waste reduction i.e. The reduction of paper based information
- Increased environmental friendliness
- Meet/exceed competition offerings

Slide 22

Slide No	Trainer Notes
22.	<p>Do's and Don'ts when developing an image for a website:</p> <ul style="list-style-type: none"> • Be clear of what your website offers; don't let your visitors guess. Provide them with information which is specific and will answer their questions • Be honest in the information you provide your visitors. For example, don't promote a sale on the website, if the sale is no longer available • Be open to constructive or positive feedback. Feedback could consist of design, writing, search engine optimisation which can directly affect your website image.

Slide

1.4 Determine the business image to be projected by the website



Activity

Provide feedback on a tourism website.

Slide 23

Slide No	Trainer Notes
23.	<p>Activity:</p> <p>Select a tourism website of your choice.</p> <p>The developer of a tourism website has requested your feedback on the following points, on how to:</p> <ul style="list-style-type: none"> • Increase patronage or visitor numbers • Increased revenue and profits • Enhance industry image and reputation • More streamlined or easier use of processes for the visitor- overall look of the website. <p>Activity:</p> <ul style="list-style-type: none"> • Provide feedback to the developer • Research the points based on current or future market trends • Prepare a presentation on your actions. The presentation is to be conducted in class.

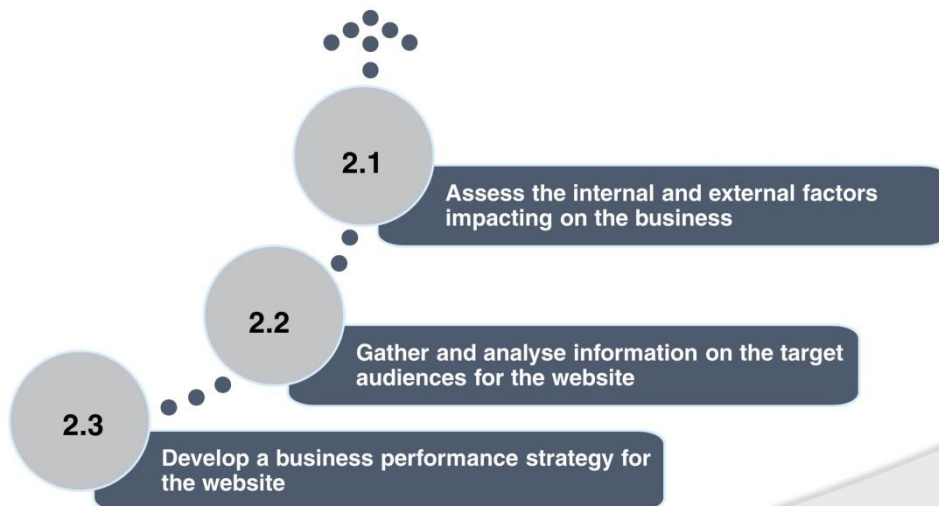
Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 5-10 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

E2 Determine the objectives for the website



Slide 24

Slide No	Trainer Notes
24.	<p>Trainer to relate performance criteria to element 2</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element.</p> <p>To be able to Determining the objectives for the website the students must be able to; Determining the objectives for the website.</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> Assess the internal and external factors impacting on the business Gather and analyse information on the target audiences for the website Develop a business performance strategy for the website.

Slide

2.1 Assess the internal and external factors impacting on the business

SWOT analysis:

- Identifying the strengths and weaknesses of the business
- Identifying the threats and opportunities facing the business



Slide 25

Slide No	Trainer Notes
25.	<p>A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is the process of gathering together information and data on both the internal and external environments the business is operating in:</p> <ul style="list-style-type: none"> • The SWOT analysis assists the business in: • Identifying the strengths and weaknesses of the business • Identifying the threats and opportunities facing the business. <p>The internal evaluation/analysis determines the Strengths of the business and its Weaknesses.</p> <p>The external evaluation/analysis identifies the Opportunities open to the business as well as the Threats it faces in the competing business environment.</p> <p>Knowledge of these factors serves as a guide to the objectives and activities (strategies and outcomes) the business will set for itself.</p> <p>The SWOT analysis is also known as a 'Strategic Analysis' and 'Situational Analysis'.</p> <p>A SWOT analysis is a fundamental pre-requisite for any business planning or marketing activity – you have to know where you stand in relation to the rest of the marketplace and where the business stands in terms of itself and its resources.</p> <p>The internal environment comprises the factors within the business and over which the business therefore has control.</p> <p>They are also known as internal, controllable variables to help distinguish them (and to draw attention to the inherent differences) from the external uncontrollable variables.</p>

Slide

2.1 Assess the internal and external factors impacting on the business

Internal SWOT analysis:

- Mission of business
- Finance
- Production
- Offering



(continued)

Slide 26

Slide No	Trainer Notes
26.	<p>The mission of the business – is it still appropriate? Are you achieving it? Has the business changed or evolved into something else?</p> <p>Finance – available cash flow (or lack of), debt-equity rates, level of assets, profitability, capital available: this reflects the previous results the business has experienced and takes into account the effects of previous marketing programs.</p> <p>Production – extent and quality of systems and technology to enable the business to operate. Is it up-to-date or in desperate need of an upgrade or a replacement?</p> <p>Offerings – taking into account the product mix of the business (the products and services available). Is this mix 'sufficient' or does it need growing/expansion into other areas, products or services?</p>

Slide

2.1 Assess the internal and external factors impacting on the business

- Marketing
- Product life cycle
- Business relationship
- Customer relationships
- Personnel



Slide 27

Slide No	Trainer Notes
27.	<p>Marketing – can relate to customer database information available or existing within the business. Details about price structure (discounts and commissions), distribution channels (such as other agencies or establishments as a source of bookings), location of the business (including internet exposure), promotion undertaken, as well as the extent of service and product range.</p> <p>Product life cycle – a product or service nearing the end of its product life cycle can be a negative (a weakness) indicating a need to replace it, refine it, re-brand it or add some new option to re-create it under a different name.</p> <p>Business relationships – assessing the nature and effectiveness of the arrangements with suppliers, agents and head office and identifying how they may have changed over time? Are you dependent on just one supplier or carrier? Are you getting the right quality products and the service you want? Are you being supported by those who are supposed to serve and support you?</p> <p>Customer relationships – analysing the extent and effectiveness of the Customer Relationship Management (CRM) –and the information it contains (in terms of currency, quality, type, quantity).</p> <p>Personnel – this looks at the number of staff employed (too many or not enough?), their knowledge, skills and abilities, level of morale, leadership and internal communication within the business.</p> <p>Any others relevant to your specific workplace.</p>

Slide

2.1 Assess the internal and external factors impacting on the business



Activity

Select a tourism website of your choice and conduct a SWOT Analysis for the website.

Slide 28

Slide No	Trainer Notes
28.	<p>Activity:</p> <p>Select a tourism website of your choice and conduct a SWOT Analysis for the website.</p> <p>Activity:</p> <p>The SWOT Analysis need to consist of: Strengths, Weaknesses, Opportunities and Threats of the organisation website:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your SWOT Analysis. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 5-10 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

2.2 Gather and analyse information on the target audiences for the website

Research:

- Primary
- Secondary



Slide 29

Slide No	Trainer Notes
29.	<p>Secondary research</p> <p>Secondary research is research identifying data, statistics, trends and information which already exists – that is, the information uncovered is not ‘new’ but merely an amalgamation or gathering of material that already exists.</p> <p>This secondary data may be obtained from:</p> <ul style="list-style-type: none"> • Internal business records • Reference to internal databases • Reference to marketing data • Business associations • Chambers of commerce • Trade publications • The media • Government reports and statistics • Primary research. <p>Primary research is anything uncovering new information – that is, freshly generated data which did not exist before the research took place.</p>

	<p>Primary research often seeks to generate information to address gaps in the secondary research data.</p> <p>Sources of primary research data include your market research such as results of:</p> <ul style="list-style-type: none">• Personal surveys• Customer feedback forms• Focus groups• Talking to customers.
--	--

Slide

2.2 Gather and analyse information on the target audiences for the website

Target audience:

- Clear focus
- Planning
- Products and services
- Interests



Slide 30

Slide No	Trainer Notes
30.	<p>Identifying a target audience or a niche market for your website is one of the most important aspect when developing a business website. Without recognising your target audience or knowing if your target audience exists will make it difficult for your website to survive as there will be no regular visitors supporting the website.</p> <p>Understanding ways to distinguish different target audiences can make it easier to identify who will be visiting your website and what information they are looking for.</p> <p>Below is a list of topics for identifying the target audience:</p> <ul style="list-style-type: none"> • Clear focus – Identify your target audience so you can create a niche for the website • Planning – research and document the target audience information such as: demographics, interests, age groups and so on • Products and services – what are the products and services the audience wants or likes • Interests – what are the current and future trends on a website which the target audience prefers? For example blogs, live chats and so on.

Slide

2.2 Gather and analyse information on the target audiences for the website

Conducting a survey:

- Who are they?
- What products and services are they using?
- What trends have they adopted for improvement of products and services used?
- What do they like most about the products or services?
- What alternations would you make to the products or services?

Slide 31

Slide No	Trainer Notes
31.	<p>One way of identifying your audience is by conducting a survey. When developing a survey for a potential audience ask the following questions:</p> <ul style="list-style-type: none"> • Who are they? • What products and services are they using? • What trends have they adopted for improvement of products and services used? • What do they like most about the products or services? • What alternations would you make to the products or services?

Slide

2.2 Gather and analyse information on the target audiences for the website

Google Analytics



(Laja 2015)

Slide 32

Slide No	Trainer Notes
----------	---------------

32.

Google Analytics is a free web service by the Google search engine. Google Analytics tracks and reports website traffic and is used by most websites to documents the amount of visitors to website.

Google Analytics offers custom reports on websites. A custom report can consist of:

- Traffic sources- where are the visitors from? such as geographical location and how long they are staying on each web page
- Content- identifies, which content on your webpage is most popular with visitors
- Converting key words- what keywords are visitors using to locate information on the website
- Incoming traffic- identifies the visitors search engine trends, keyword trends, country trends and so on are being used to find the website
- The image is an example of a custom Report for Google Analytics.

Slide

2.2 Gather and analyse information on the target audiences for the website



Activity

Select a tourism website of your choice and Identify:

- Secondary data
- Primary research
- Target audience

Slide 33

Slide No	Trainer Notes
33.	<p>Activity:</p> <p>Select a tourism website of your choice and Identify:</p> <ul style="list-style-type: none"> • Secondary data • Primary research • Target audience • The website project team would be used to develop the organisational website. <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 5-10 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

2.3 Develop a business performance strategy for the website

Business performance:

- Distribution or service
- Target market(s)
- Marketing mix
- Quality assessment

(continued)



Slide 34

Slide No	Trainer Notes
34.	<p>When analysing your business website competition it is useful to (try to) gather evidence of the following:</p> <ul style="list-style-type: none"> • distribution or service area they have established • Target market(s) they appear to have set. <p>Marketing mix – what they do in terms of advertising and promotion; when, how and where they do it?</p> <p>An objective assessment of the quality of their product or service – are they providing good quality, reliable service, acceptable online service, value-for-money, good deals, a variety of packages, targeted inclusions?</p>

Slide

2.3 Develop a business performance strategy for the website

- Pricing structure
- Customer service
- Market share
- Logistics



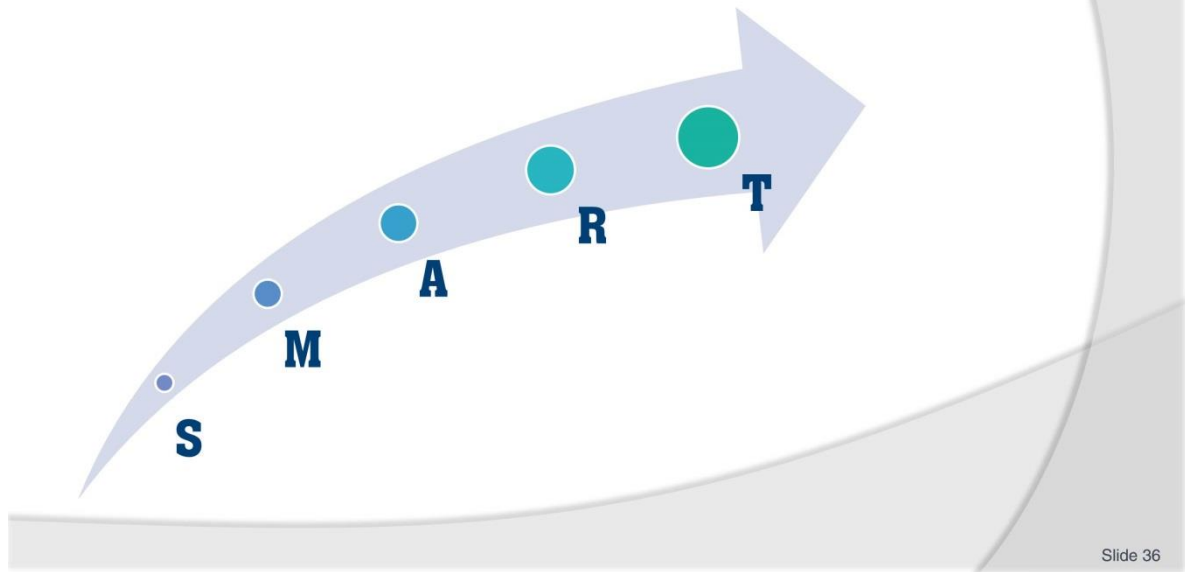
Slide 35

Slide No	Trainer Notes
35.	<p>Differentials do they offer and what are they based on? How do their prices (for example) for families differ to those charged for corporate clients or other market sectors?</p> <p>Their level of customer service – what do they provide? Are their staff good at selling and service? How do their website staff make clients feel? Do their staff have industry, travel and tourism, and general product knowledge?</p> <p>Their market share – how much of the (local) business do they have and in what sectors?</p> <p>Logistics of product supply, pricing, service provision and inventory management are monitored and maintained.</p>

Slide

2.3 Develop a business performance strategy for the website

Measurable Goals



Slide 36

Slide No	Trainer Notes
36.	<p>Measurable Goals</p> <p>Traditionally, a goal was used to describe what the organisation wanted to achieve. Developing any organisational strategy needs a strong goal.</p> <p>Today, the terms 'objectives' and 'goals' can be used interchangeably.</p> <p>When setting goals for a website ensure that they:</p> <ul style="list-style-type: none"> • Are clear and measurable objectives in relation to website performance for the purpose of evaluation • Incorporate the business objectives for products and services. <p>Goals need to be specific, measurable, accurate, realistic and trackable – SMART:</p> <ul style="list-style-type: none"> • S – goals need to be Specific: <ul style="list-style-type: none"> ▪ For example, it could specify an increase or decrease in profit/loss or market share by percentage or total amount ▪ Goals such as 'launch an advertising campaign to improve image' or 'increase profits' or 'reduce costs' are just too vague

- **M** – goals need to be Measurable:
 - That is, they need to be quantifiable
 - If you have a goal of increasing market share for example, how do you know when you have actually achieved it?
 - Have you, for example, achieved your goal when you increase market share by 0.01%, or by 0.05%, or by 1%?
- **A** – goals need to be Attainable:
 - Goals should push you but it is important that they are attainable
- **R** –and Realistic:
 - They should not be 'pie in the sky' type goals
 - They should be challenging and test the business, forcing it to grow, but they should also be achievable
 - Goals seen as too easy or too hard will be de-motivating
- **T** – goals should also be Trackable:
 - They should be able to be monitored over a period of time
 - Sometimes this 'T' stands for 'Timely indicating they have a timeframe attached to them identifying the time/date by which they are expected to be achieved.

It is essential any opportunities for improvement can be specified in terms of SMART goals.

Slide

2.3 Develop a business performance strategy for the website

Performance strategy:

- Identify the goals and objectives of the website-
- What are the focuses of the website
- Identify Key Performance Indicators

(Continued)

Slide 37

Slide No	Trainer Notes
37.	<p>Identify the goals and objectives of the website:</p> <ul style="list-style-type: none"> • Why does your website exist? Is to increase revenue or reduce costs and so on. <p>What are the focuses of the website:</p> <ul style="list-style-type: none"> • What are the most popular pages? What documents are the most popular to download? Most viewed videos? And so on <p>Identify Key Performance Indicators:</p> <ul style="list-style-type: none"> • Conversion ratio per visitor, inquiry increase or decrease rate, completed form or sign ups and so on.

Slide

2.3 Develop a business performance strategy for the website

- Target Audience needs and wants
- Identify your competitors and their websites



Slide 38

Slide No	Trainer Notes
38.	Trainer to lead a discussion on these points.

Slide

2.3 Develop a business performance strategy for the website



Activity

Develop 3 SMART Goals for your Tourism Website SMART Website.

Slide 39

Slide No	Trainer Notes
39.	<p>Activity:</p> <p>Develop 3 SMART Goals for your Tourism Website SMART Website.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group. • Presentations time frame: 3-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

E 3: Develop the website strategies



Slide 40

Slide No	Trainer Notes
40.	<p>Trainer to relate performance criteria to element 3</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element</p> <p>To be able to Develop the website strategies, the student should be able to:</p> <ul style="list-style-type: none"> • Describe strategies to achieve identified business and marketing objectives • Determine timelines for development and implementation of the website • Develop a budget to support the website • Develop a website management strategy • Develop operational website strategies • Produce a strategy to inform the public that the website is available and operational.

Slide

3.1 Describe strategies to achieve identified business and marketing objectives

Management and marketing objectives:

- Accurate terms
- Mission statement
- Long term mission statement
- Goals



Slide 41

Slide No	Trainer Notes
41.	<p>The business must have some clearly defined goals and there are four parts to this step, to this part of the Plan.</p> <ol style="list-style-type: none"> 1. Spell out in simple but accurate terms the type of business you are operating/plan to run and the products and services you intend to provide: <ul style="list-style-type: none"> ▪ Information generated for use in the development of the business profile can be used here too 2. Then insert or prepare a Mission Statement – if the current Mission Statement for the business is no longer appropriate/applicable 3. Next draw up some long-term objectives bearing in mind the Mission Statement: <ul style="list-style-type: none"> ▪ Any key component of the Mission Statement should translate into part of each objective, and these objectives should have a time frame set for them ▪ There is no need for these objectives to be quantified 4. Finally, in this stage, prepare relevant short-term goals: <ul style="list-style-type: none"> ▪ These are generally one year in length and are expressed in readily measurable terms.

	<p>Areas may include:</p> <ul style="list-style-type: none">• Specific sales levels – stated in numbers (volume to be sold) or revenue (dollars)• Reduced complaints – for example:<ul style="list-style-type: none">▪ By X%, or▪ To “no more than Y”, or▪ To “no more than Z% of contacts”. <p>Achieve XYZ target – this can cover a whole range of things and not just be sales oriented: it can embrace targets for new buildings/plant, conversion from current practices/procedures to a new method/best practice, re-building of a nominated area, modification to plant and equipment.</p> <p>Conduct stated market research activities on nominated topics.</p>
--	--

Slide

3.1 Describe strategies to achieve identified business and marketing objectives

e-business and e-marketing internal systems:

- Internal communication and intranet systems
- Online Training
- Online Energy management system
- Online Stock control system
- Online Payroll and accounting system

(Continued)

Slide 42

Slide No	Trainer Notes
42.	<p>E-business and e-marketing internal system:</p> <ul style="list-style-type: none"> • Internal communication and intranet systems • Online Training • Online Energy management system • Online Stock control system • Online Payroll and accounting system • Online Security system • Creating an online booking system. • The plan may address: • Sourcing options and quotations • Funds available. <p>Integration of new systems with existing ones – including other agencies and/or head office as appropriate:</p> <ul style="list-style-type: none"> • Installation and commissioning • Staff training • Data fields and screens required

- | | |
|--|---|
| | <ul style="list-style-type: none">• Data sharing capacity – internally and externally• Capability of incorporating technology. |
|--|---|

Slide

3.1 Describe strategies to achieve identified business and marketing objectives

- Online Security system
- Creating an online booking system
- The plan may address:
 - Sourcing options and quotations
 - Funds available
 - Integration of new systems with existing ones
 - Installation and commissioning

Slide 43

Slide No	Trainer Notes
43.	<p>Trainer to lead a discussion on online security; ask students:</p> <ul style="list-style-type: none"> • What examples of online security breaches have you heard of – in the press; in your personal experience; in your work experience? • What are the consequences of such breaches? • How can a business minimise its risk from online security breaches?

Slide

3.1 Describe strategies to achieve identified business and marketing objectives

- Staff training
- Data fields and screens required
- Data sharing capacity – internally and externally
- Capability of incorporating technology

Slide 44

Slide No	Trainer Notes
44.	<p>Lead a discussion on the effectiveness of staff training in the use of websites:</p> <ul style="list-style-type: none"> • What are examples of any prior training undertaken by students in this area? • Was that training effective? • Why, or why not?

Slide

3.1 Describe strategies to achieve identified business and marketing objectives

- Website marketing strategy
- Website business strategy



Slide 45

Slide No	Trainer Notes
45.	<p>Developing a marketing and business strategy</p> <p>A good marketing and business strategy for the website will assist in defining the goals of the website.</p> <p>A marketing strategy for a website should:</p> <ul style="list-style-type: none"> • Describe the business and its products and services • Explain the role of its products and services • Profile your audience and competitors • Identify marketing campaigns. <p>A business strategy for a website should:</p> <ul style="list-style-type: none"> • Increase awareness of the products and services offered • Increase selling of the products and services • Reach new target audiences.

Slide

3.1 Describe strategies to achieve identified business and marketing objectives

4 p's of marketing or marketing mix:

- Product
- Place
- Price
- Promotion



Slide 46

Slide No	Trainer Notes
46.	<p>The 4 P's of marketing or the Marketing Mix is an approach to identify the target market, internal and external marketing environments.</p> <p>The 4 P's are listed below</p> <p>This step requires you to determine the way in which you will blend the 4P's (Product, Place, Promotion and Price) for your business – either business-wide or on an individual goods and service/target market basis.</p> <p>In general terms issues to consider in this respect are:</p> <ul style="list-style-type: none"> • Product – be certain about the product mix (range of products and services you will offer) and the size of the range: <ul style="list-style-type: none"> ▪ Offer too little and you may not cater sufficiently for your markets to meet their needs ▪ Offer too much and you risk tying capital up in products which may not sell, occupy shelf space and cost money which could be better spent elsewhere • Place – be 200% certain about your physical location and options that can expand it such as: <ul style="list-style-type: none"> ▪ 'Off-site catering' for corporate clients ▪ Expansion of your 'place' through engaging agents to work/sell on your behalf ▪ On-line exposure

- Promotion – determine what blend of advertising, PR, sales promotions, business exterior paint scheme and signage, displays, merchandising and sales techniques you intend to implement:
 - Match what you intend to do with what it is you hope to achieve
- Price – remember a primary aim is for your business to make a set profit by a set date so your pricing policies and strategies must enable this:
 - Price relates (potentially to) developing:
 - Retail and wholesale prices
 - Commissions for those who sell on your behalf
 - Discounts structures and amounts
- Price bundling deals – where packages with various inclusions are developed.

Rebates.

Note: a different/new Marketing Mix for a product/service can be developed by just changing any one of the 4Ps. For example, you can leave the Product, Promotion and Place the same but just change the Price and you have created a new Marketing Mix.

Slide

3.1 Describe strategies to achieve identified business and marketing objectives



Activity

Develop 3 marketing Objectives for your Tourism Website using the SMART concept

Slide 47

Slide No	Trainer Notes
47.	<p>Activity:</p> <p>Develop 3 marketing Objectives for your Tourism Website using the SMART concept.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 3-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

3.2 Determine timelines for development and implementation of the website

The process:

- Planning
- Designing
- Developing



(continued)

Slide 48

Slide No	Trainer Notes
48.	<p>The typical process website project teams follow to ensure timelines are met are listed below:</p> <p>Stage one: Planning</p> <p>Planning the website may incorporate:</p> <ul style="list-style-type: none"> ● Requirement analysis- this is the first step in the planning process when creating a website. Project staff are to develop SMART goals for the website: <ul style="list-style-type: none"> ▪ A project Gant chart ▪ A site map ▪ Project staff position descriptions ● Legal review or advice regarding applicable Codes, laws, waivers, statements and so on: <ul style="list-style-type: none"> ▪ Server access ▪ Software resources available. <p>Stage two: Designing</p> <p>Designing the website may incorporate:</p> <ul style="list-style-type: none"> ● Draft the frame and the layout of the expected website plan- templates for website frames, layout and so on can be located in the following website: <ul style="list-style-type: none"> ▪ http://webdesignledger.com/a-ui-design-and-prototyping-treasure-chest

- | | |
|--|---|
| | <ul style="list-style-type: none">• Draft website plans based on feedback from relevant personnel (Element 1.1):<ul style="list-style-type: none">▪ Use of codes, for example HTML▪ Stage three: Developing▪ Developing the website may incorporate:<ul style="list-style-type: none">▪ Building the website framework▪ Templates for codes and links▪ Developing tests for each feature, for example videos. |
|--|---|

Slide

3.2 Determine timelines for development and implementation of the website

- Launching
- Documentation



Slide 49

Slide No	Trainer Notes
49.	<p>Stage four: Launching.</p> <p>Launching the website may incorporate:</p> <ul style="list-style-type: none"> • Testing the website to make sure all pages, links, media and so on work • Editing, overall monitoring and 'polishing' the website links, pages and so on • Moving the website to a live server. <p>Stage 5: Documentation</p> <p>Documentation of the website may incorporate:</p> <ul style="list-style-type: none"> • Monitoring and recording all updates which have influenced any changes in the website • Keeping all documented changes for any further changes and compliance • Documentation can be used to refine the website- Organisation brand guidelines, organisational coding standards, organisational policy and procedures and so on.

Slide

3.2 Determine timelines for development and implementation of the website



Activity

Develop a timeline for your Tourism Website.

Slide 50

Slide No	Trainer Notes
50.	<p>Activity:</p> <p>Develop a timeline for your Tourism Website.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 3-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

3.3 Develop a budget to support the website

Budget support:

- Website development
- Website set-up
- Web hosting services
- Website maintenance



Slide 51

Slide No	Trainer Notes
51.	<p>With a comprehensive appreciation of the existing action plan, you may now. Move ahead to determine the time frame being considered once a budget has been actioned for your project.</p> <p>An awareness of the content of the website (especially an understanding of other promotional activities being planned, or which are scheduled) will sometimes automatically determine a time frame and budget considerations.</p> <p>The nature of the website will determine the length/extent of the activity required to build it.</p> <p>Other factors that will help determine the budget for the website may include:</p> <ul style="list-style-type: none"> ● Website development –intended design and outcome is essential in setting timelines for planning the website ● Website set-up– past marketing and business activities should have been monitored to help determine the effectiveness of various online activities. This feedback or information can be used to decide to establish the setting up phase of the website ● Web hosting services – A business will seek to have a presence in the website hosting service to meet legislation, codes and standards ● Website maintenance – much of the organisational activity can be easily updated to the website to achieve results. For example, for a hotel, accommodation for advance bookings may be completed by the guest using the hotel website.

Slide

3.3 Develop a budget to support the website

Website components and costs:

- Domain name
- Hosting
- Web planning, design and development time
- Continued website maintenance
- Marketing
- Extra feature costs

Slide 52

Slide No	Trainer Notes
52.	<p>Website Components and costs</p> <p>There are a verity of items to take into consideration when determining the cost of a website. Determining the cost of a website will depend on the size of your business website.</p> <p>Below is a list of components and starting costs for a website:</p> <ul style="list-style-type: none"> • Domain Name – can start at \$10 a year • Hosting – can start at \$10 a year (depending on traffic and hosting services) • Web Planning, Design and Development Time – can start at 60 hours and up • Continued Website Maintenance – can start at \$500 a year and up (depending on number/type of updates required) • Marketing a Website Online – can start at \$750 a month and up. <p>There are many extra features available for website developers to include in the website to improve the business image. However, they come at a cost.</p>

Below is an estimate for Extra costs for programming features:

Note that the cost will vary depended on the size of your business and if you are paying external providers to complete website tasks.

- Custom Content Management Systems — For clients who want to manage their own content the web designer can integrate and customise content management systems (CMS) which can start from \$2,000
- Training and Documentation – developing instructions and documentation on how to explain and maintain a website can start from \$400
- Blog – Many clients request a blog (WordPress or something similar) within their website, customized to reflect their website's branding and design. Adding a blog can start from \$1,000
- For E-commerce shopping carts, catalogues, and payment processing can start from \$1,500
- Email Marketing Campaigns – Clients that want to gather emails and send out branded email blasts for announcements or newsletters require an email management tool. Tools such as: Graphicmail, Mailchimp or Constant Contact along with an email blast template design can start from \$720
- Branding or Identity Development – branding and developing the business logo can start from \$900
- Style Guides – An online style guide establishes brand consistency and provides for compliance across all your print collateral and online marketing messaging which can start from \$1,440
- Targeted Landing – Landing pages are pages that promote a specific product or service. They are usually part of an email, social media, or banner ad campaign which can start from \$450
- News feeds of both your content (outgoing) and adding content to the site (incoming) can start from \$400
- Contact forms and surveys can start from \$300
- Newsletters can start from \$400 to \$900
- Advertising integration (Google AdWords) can start from \$200
- Photo gallery: can start from \$250
- Metrics (Google analytics, custom reports, etc.) can start from \$200 to \$2000
- SEO (on-page optimization, off-page optimization submission to search engines, etc.) can start from \$500 to \$4000
- Social media — Create and manage social media network profile (Twitter, Facebook, YouTube, Pinterest, Google+, LinkedIn, etc.) can start from \$500 to.

Slide

3.3 Develop a budget to support the website



Activity

What are the costs involved in one of the following website requirements.

Slide 53

Slide No	Trainer Notes
53.	<p>Activity:</p> <p>What costs are involved in one of the following requirements when developing a website?</p> <ul style="list-style-type: none"> • Website Site development • Website set-up • Web hosting services • Website maintenance. <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 3-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

3.4 Develop a website management strategy

Website management strategy:

- Management of website content
- Updating website procedures



Slide 54

Slide No	Trainer Notes
54.	<p>Website management strategy may include the following:</p> <ul style="list-style-type: none"> • Management of website content: A statement of the objectives that the advertising strategy is aimed at achieving • Updating website procedures: An overview of the different policies and procedures that were investigated as part of the research and decision-making process • For example: what online prices are being charged, what online packages are available, additional 'free' services they could provide: this must be a comprehensive and honest account of what you discovered during your research into available marketing and business information • It is common to attach a downloadable document to the website that contains 'Fact Sheets' and so on from each department (Demographic breakdowns; Rates; Penetration; Ratings/surveys).

Slide

3.4 Develop a website management strategy

Website standards and procedures:

- Verifying length
- Checking content
- Ensuring clarity
- Verifying timing and placement
- Ensuring relevance, accuracy and currency
- Tracking the number of visits



Slide 55

Slide No	Trainer Notes
55.	<p>Website standards and procedures: Things to monitor in relation to the actual information will depend on the medium but include:</p> <ul style="list-style-type: none"> • Verifying length or size of the advertisement • Checking content –following legislation, codes and standards. Verifying that details (especially contact details – phone numbers, addresses, contact names) are correct • Ensuring clarity – is the advertisement legible, easy to listen, see and read? • Verifying timing and placement – is the website positioning and placing the organisations information as promised? • Ensuring relevance, accuracy and currency of information provided on-line– you may seek management, marketing and department opinion/thoughts on the website information and conduct surveying staff is to gain their feedback in relation to what customers/clients would want on the website. Such as: did they like the adverts/information/images/colour/outline? Was the website the cause for their contact? • Tracking the number of visits or 'hits' for each page on the website • Direct communication with staff and research can help determine the websites relevance, accuracy and currency of information.

Slide

3.4 Develop a website management strategy



Activity

Develop 3 management strategies for your Tourism Website using the SMART concept.

Slide 56

Slide No	Trainer Notes
56.	<p>Activity:</p> <p>Develop 3 management strategies for your Tourism Website using the SMART concept.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 3-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

3.5 Develop operational website strategies

Development of strategy:

- Owners or manager
- Board of Directors
- Key advisors
- Stakeholders



Slide 57

Slide No	Trainer Notes
57.	<p>Those who may be involved at this stage include:</p> <ul style="list-style-type: none"> • Owners or managers • Representatives from the Board of Directors • Operational managers from each department – supervisors and department heads • Key advisors – financial, legal, marketing and sales • Significant stakeholders – such as investors, business partners, representatives from other businesses or agencies who are part of the wider organisation.

Slide

3.5 Develop operational website strategies

Operational website strategies:

- Implementation of the website
- Monitoring and maintenance of the website



Slide 58

Slide No	Trainer Notes
58.	<p>Operational website strategies</p> <p>There is no limit as to what operational plans for your website might apply.</p> <p>The 'position' that the business is in, and the direction it wants to take will be prime drivers of what will be included in these e-business and e-marketing plans.</p> <p>Issues deemed 'important' or with an urgency or high priority attached to them will have operational plans developed for them.</p> <p>Implementation of the website</p> <p>This plan may address:</p> <ul style="list-style-type: none"> • Sourcing options and quotations • Available funds • Integration of new systems with existing ones – including other agencies and/or head office as appropriate • Staff training • Data fields and screens required • Data sharing capacity – internal and external • Capability of incorporating technology.

Monitoring and Maintenance of website

This plan may detail:

- Items needing to be serviced and maintained – this commonly addresses preventative maintenance to prevent problems or breakdowns occurring on website links
- Urgency of maintenance – by system or item
- Directions for sourcing suitable service or maintenance – for example:
- Service contracts
- Replacement of old items with new
- Available funds
- Need for break-even analysis – to determine best option when deciding whether to 'repair' or 'replace' the information and platforms used
- Consideration of the use of in-house personnel or external service providers
- Working with technical personnel- IT department
- Performance measures
- Measurement of marketing activities.

Slide

3.5 Develop operational website strategies



Activity

Develop 3 operational strategies for your Tourism Website using the SMART concept.

Slide 59

Slide No

Trainer Notes

59.

Activity:

Develop 3 operational strategies for your Tourism Website using the SMART concept.

Activity:

- Document your results
- Prepare a presentation of your results. The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group.
- Presentations time frame: 3-5 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

3.6 Produce a strategy to inform the public that the website is available and operational

Communication:

- A media advertising campaign
- Verbally advising customers
- Developing and distributing a flyer or brochure outlining the changes or initiatives
- Direct mailing a hard copy flyer or brochure to customers on your database

(continued)



Slide 60

Slide No	Trainer Notes
60.	<p>Customer and client communications are vital for many reasons, and they need to be planned because they will never simply just 'happen'.</p> <p>You need to be able to communicate with customers (as opposed to communicating with just 'people' who have not been customers and who may never become customers) in order to:</p> <ul style="list-style-type: none"> • Inform them of packages • Update them in relation to changes • Obtain feedback. • Action to communicate with customers might include: <ul style="list-style-type: none"> • A media advertising campaign • Verbally advising customers • Developing and distributing a flyer or brochure outlining the changes or initiatives • Direct mailing a hard copy flyer or brochure to customers on your database • E-mailing database customers • Text messaging • Listing and explaining packages and initiatives on your website • Conducting an 'official launch' for a major or unique package.

Slide

3.6 Produce a strategy to inform the public that the website is available and operational

Informing the public:

- Traditional media publicity
- Newsgroup notice
- Registration with search engines such as Google or Yahoo
- Links to other sites
- Design of site using key words and meta-tags
- Verbal communication with clients
- Social media



Slide 61

Slide No	Trainer Notes
61.	<p>Most hospitality businesses have their own website which acts as a 24-hour/7 day-a-week advertising medium.</p> <p>Make sure it is kept current and someone is specifically tasked to check the e-mail so customer queries and bookings are quickly responded to.</p> <p>Organisations need to use strategic methods to inform the public that their organisational website is available. This may include:</p> <ul style="list-style-type: none"> • Traditional media publicity • Newsgroup notice • Registration with search engines such as Google or Yahoo • Links to other sites • Design of site using key words and meta-tags • Verbal communication with clients.

Slide

3.6 Produce a strategy to inform the public that the website is available and operational



Slide 62

Slide No	Trainer Notes
62.	<p>Search engine optimisation</p> <p>There should be attention paid to how the different search engines trawl the internet looking for, identifying and ranking web sites.</p> <p>Search engine optimisation is a well-known technique for businesses to adopt and is referred to as SEO.</p> <p>Check with the search engine companies for the 'key words' being used in queries and ask them how their search engine analyses web sites in terms of prioritising sites: they will refer to key words, key phrases and even the location of these within your web page or site structure.</p> <p>You will need to know about topics such as tags, title tags and header tags as well as alt tags and meta tags. The following definitions are provide from http://www.webopedia.com.</p> <p>RSS title tag</p> <p>A required RSS tag (also called an <i>element</i>) that is used to <i>provide the name for the feed</i>. The title information must be inserted between an open and closed title tag.</p> <p>EXAMPLE: <title>All About RSS</title></p> <p>(Beal 2015)</p>

Meta tag

A special HTML tag that provides information about a Web page. Unlike normal HTML tags, meta tags do not affect how the page is displayed. Instead, they provide information such as who created the page, how often it is updated, what the page is about, and which keywords represent the page's content. Many search engines use this information when building their indices.

(Beal 2015)

Alt tag

An HTML attribute specified in the IMG tag to provide alternate text when an image on a Web page cannot be displayed.

Example: ``

(Beal 2015)

Header tag

(1) In many disciplines of computer science, a header is a unit of information that precedes a data object. In a network transmission, a header is part of the data packet and contains transparent information about the file or the transmission. In file management, a header is a region at the beginning of each file where bookkeeping information is kept. The file header may contain the date the file was created, the date it was last updated, and the file's size. The header can be accessed only by the operating system or by specialized programs.

In e-mail, the first part of an e-mail message containing controlling and meta-data such as the Subject, origin and destination e-mail addresses, the path an e-mail takes, or its priority. The header will contain information about the e-mail client, and as the e-mail travels to its destination information about the path it took will be appended to the header.

(2) In word processing, one or more lines of text that appears at the top of each page of a document. Once you specify the text that should appear in the header, the word processor automatically inserts it.

Also review the following website for an extensive range of web terms and definitions.

<http://techterms.com/category/internet>

(Beal 2015)

Slide

3.6 Produce a strategy to inform the public that the website is available and operational



Activity

Develop the following for your tourism website:

- RSS title tag
- Meta Tag
- Alt Tag
- Header Tag

Slide 63

Slide No	Trainer Notes
63.	<p>Activity:</p> <p>Develop the following for your tourism website:</p> <ul style="list-style-type: none"> • RSS title tag • Meta Tag • Alt Tag • Header Tag. <p>Develop 3 strategies to inform the public that your Tourism Website is available and operational (use the SMART concept).</p> <p>Activity:</p> <ul style="list-style-type: none"> • Display your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-3 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

Element 4: Plan the integration of the website into business operations



Slide 64

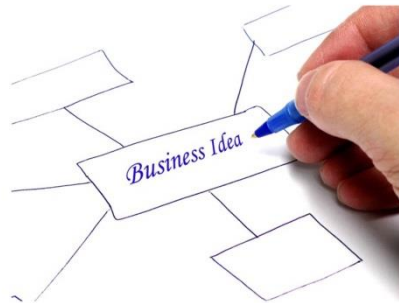
Slide No	Trainer Notes
64.	<p>Trainer to relate performance criteria to element 4</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element.</p> <p>To be able to Planning the integration of the website into business operations the students must be able to; Planning the integration of the website into business operations</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the links between the website and the operational areas of the business Identify responsibilities for the development of procedures to enable integration between the website and the operational areas of the business Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business Establish procedures to allow evaluation of the use of the website as a marketing tool.

Slide

4.1 Identify the links between the website and the operational areas of the business

Operational areas:

- Project manage
- Finance
- Administration
- Middle and upper management
- Marketing and sales



Slide 65

Slide No	Trainer Notes
65.	<p>Possible operational areas</p> <p>It is possible your website project team may comprise the following personnel or departments.</p> <p>The responsibilities listed for each team member or department are included only to be indicative of the part each person may play – to give an indication of the responsibilities which may attach and to help indicate why each person may be part of the team.</p> <p>The team may comprise:</p> <ul style="list-style-type: none"> • The Project Manager – this is the person with primary responsibility for the live website • This person will also be responsible for managing the project team and implementing the decisions made for the website. <p>Finance/administration/accounting – there will always be a representative from finance/admin to:</p> <ul style="list-style-type: none"> • Provide insight into financial positions and options • Facilitate online purchases • Allocate online funds • Advice regarding income and expenditures for website purchases.

	<p>One or more representatives from middle-upper level management – this is a requirement to:</p> <ul style="list-style-type: none">• Ensure the business website maintains its focus on objectives, standards and outcomes which align with the business and strategic plans of the organisation• Provide an authoritative presence which can demand (as opposed to merely 'request') action be taken by various departments or staff to achieve the objectives for the website and meet promises requested by the client• Fast-track internal decision making which may need to occur to facilitate implementation of website plans – such as re-tasking of staff, issuing of extra funds, and speedy approvals of requests for permission to make changes to the website if particular links are not working. <p>Service support, customer service:</p> <ul style="list-style-type: none">• Provide necessary service to clients to ensure that all links on the website are working or provide them with alternative solutions. <p>Marketing and sales:</p> <ul style="list-style-type: none">• To explain inducements offered or promised to the client to secure the online business• Learn lessons for future promotional activities and to identify potential future work which may flow from the demand of the website• For training and development• To provide training for staff members to ensure that only public domain and approved information can be incorporated or added on the website.
--	---

Slide

4.1 Identify the links between the website and the operational areas of the business



Activity

Develop a list of people within an organisation who will be included in providing information and feedback to your tourism website.

Slide 66

Slide No	Trainer Notes
66.	<p>Activity:</p> <p>Develop a list of people within an organisation who will be included in providing information and feedback to your tourism website.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-5minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

4.2 Identify responsibilities for the development of procedures to enable integration between the website and the operational areas of the business

Responsibilities and resources:

- Financial resources
- Human resources
- Physical resources
- Authority



(continued)

Slide 67

Slide No	Trainer Notes
67.	<p>Resources for live websites:</p> <ul style="list-style-type: none"> • Financial resources – funds to make purchases and pay for other resources • Human resources – staff to do the necessary or required work • Physical resources – to allow tasks to be carried out • Information – to provide the basis for decision making and action • Authority –Members need to give/allocate sufficient authority to allow team members to achieve their allocated tasks. <p>For many team members (Executive members, and other upper/middle-level managers) they will already have the necessary authorities as part of their normal position.</p>

Slide

4.2 Identify responsibilities for the development of procedures to enable integration between the website and the operational areas of the business

Resources:

- Meetings and briefings
- Team work
- Giving access
- Training
- Technical support



Slide 68

Slide No	Trainer Notes
68.	<p>Allocating information resources can mean:</p> <ul style="list-style-type: none"> • Requiring attendance at meetings and briefings • Including team members on a distribution list for website-related information: <ul style="list-style-type: none"> ▪ Website updates from the client ▪ Budgets ▪ Revisions to plans ▪ Predictions about attendances ▪ Minutes of event meetings • Giving access (passwords and usernames) to information sources, databases, intranet files • Technical support - related statistics or data or schedule website activities: number of hits per page • Fully use, or apply as required, many of the online systems– these systems may include reservation and ticketing systems, telephone systems, environmental controls • Training – there is always a need to train staff for e-business or e-marketing

	<ul style="list-style-type: none">• You may need to:<ul style="list-style-type: none">▪ Train staff in specific technical or operational requirements (up-skilling)▪ Cross-train (multi-skill) staff – so one person can perform a number of different roles• Development of staff – by involving staff who are inexperienced with technology into the staffing mix so they can gain experience and you grow the pool of staff available for use or selection on future challenges• Training must address:<ul style="list-style-type: none">▪ Relevant or necessary skills, knowledge and attitudes.
--	---

Slide

4.2 Identify responsibilities for the development of procedures to enable integration between the website and the operational areas of the business



Activity

Develop a list of resources required when developing your tourism website.

Slide 69

Slide No	Trainer Notes
69.	<p>Activity:</p> <p>Develop a list of resources required when developing your tourism website.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Document your results • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 3-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

4.3 Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business

Providing feedback:

- Verbally by users or clients
- Providing an on-line survey and feedback option
- Targeted market research



Slide 70

Slide No	Trainer Notes
70.	<p>The most common ways to obtain feedback is:</p> <ul style="list-style-type: none"> ● Verbally by users or clients— obtaining verbal feedback about whether the details on the website are correct, if information requires amendment, if information cannot be found or links are not working ● Providing an on-line survey and feedback option - many people prefer this as they gain a sense of security from being able to complete this information in their own time and remain anonymous ● Targeted market research - In some cases there can be a need to make contact with a group of individuals to clarify details and information.

Slide

4.3 Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business

Tool feedback:

- Critique this site: <http://critiquethesite.com/>
- Please Critique Me: <http://pleasecritiqueme.com/>
- Review and Critiques- SitePoint: <http://www.sitepoint.com/forums/forumdisplay.php?f=90>
- Bounce: <http://www.bounceapp.com/>
- Five Second Test: <http://fivesecondtest.com/>

(continued)

Slide 71

Slide No	Trainer Notes
71.	<p>There are websites which provide feedback from designers and developers. This is a good opportunity for developers to upload their website onto a critique page and obtain constructive feedback.</p> <p>Note that some websites will have a cost to using its facilities.</p> <p>Below is a list of websites which provide feedback by uploading your website:</p> <ul style="list-style-type: none"> ● Critique this site: http://critiquethesite.com/ ● Please Critique Me: http://pleasecritiqueme.com/ ● Review and Critiques- SitePoint: http://www.sitepoint.com/forums/forumdisplay.php?f=90 ● Bounce: http://www.bounceapp.com/ ● Five Second Test: http://fivesecondtest.com/

Slide

4.3 Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business

- Concept Feedback: <http://www.conceptfeedback.com/>
- UserTesting.com: <https://www.usertesting.com/>
- Useabilla: <http://usabilla.com/>
- Feedback Army: <http://feedbackarmy.com/>
- Userfly: <http://userfly.com/>



Slide 72

Slide No	Trainer Notes
72.	<ul style="list-style-type: none"> • Concept Feedback: http://www.conceptfeedback.com/ • UserTesting.com: https://www.usertesting.com/ • Useabilla: http://usabilla.com/ • Feedback Army: http://feedbackarmy.com/ • Userfly: http://userfly.com/.

Slide

4.3 Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business

Obtaining feedback:

- Start early
- Open
- Tools
- Involvement
- Reporting



Slide 73

Slide No	Trainer Notes
73.	<p>Steps for obtaining feedback</p> <p>Feedback on your website is one of the best ways to know what you are doing well on your website and areas which need improvement.</p> <p>Below is a list of steps to take to improve your website:</p> <ul style="list-style-type: none"> • Start early – feedback should be obtained from the commencement of the website project. As soon as website drafts are being developed, obtain feedback. • Open – be open and willing to listen to feedback. Feedback has been proved to improve the organisational website • Tools – use the right tools to obtain feedback from your website. Tools such as Critique this site, Userfly and so on • Involvement – involve feedback from everyone in your team. Feedback doesn't need to be obtained from a member of a team with a computer science background, everyone's input can contribute • Reporting – all feedback must be reported in its corresponding stages. This allows all parts of the website project to be accounted for.

Slide

4.3 Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business



Activity

Select an online tools for obtaining feedback for your website.

Slide 74

Slide No	Trainer Notes
74.	<p>Activity:</p> <p>Listed below are online tools for obtaining feedback for your website.</p> <ul style="list-style-type: none"> • Critique this site: http://critiquethesite.com/ • Please Critique Me: http://pleasercritiqueme.com/ • Review and Critiques- SitePoint: http://www.sitepoint.com/forums/forumdisplay.php?f=90 • Bounce: http://www.bounceapp.com/ • Five Second Test: http://fivesecondtest.com/ • Concept Feedback: http://www.conceptfeedback.com/ • UserTesting.com: https://www.usertesting.com/ • Useabilla: http://usabilla.com/ • Feedback Army: http://feedbackarmy.com/ • Userfly: http://userfly.com/.

Activity:

- Choose one out of the 10 tools
- Research the tool
- Would you use this tool for your website? Why or why not?
- Prepare a presentation on the tool. The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 2-5 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

4.4 Establish procedures to allow evaluation of the use of the website as a marketing tool

Website performance:

- Statistics
- Dollars
- Percentages and ratios
- Profit levels



Slide 75

Slide No	Trainer Notes
75.	<p>The budget for the website is a target figure (or benchmark) against which the actual figures are compared.</p> <p>A performance indicator on its own is of little, if any use or significance so there needs to be another figure (the 'actual' figure) to compare it against.</p> <p>In addition, it is common for indicators to be provided or included which also contain information about competitor websites and the cumulative progress 'to-date' which depicts the financial year 'running total' up to, and including, the period in question.</p> <p>Certainly the input you have made – as a result of your results at the staff-level meetings – will be factored in (and may even have a significant impact – especially, for example, where there is massive staff unrest or massive evidence of staff departures), but assessments from a management perspective are more likely to be made on the basis of:</p> <ul style="list-style-type: none"> • Statistics • Dollars • Percentages and ratios • Profit levels.

Slide

4.4 Establish procedures to allow evaluation of the use of the website as a marketing tool

Tracking Key Performance Indicators:

- Marketing success
- Number of hits on the site
- Level of sales and bookings
- Number of online queries



Slide 76

Slide No	Trainer Notes
76.	<p>Tracking Key Performance Indicators (KPI)</p> <p>This said, however, deliberations will (should be) always be based on the application of these statistics to the targeted figures –in relation to:</p> <ul style="list-style-type: none"> • Marketing success • Number of hits on the site • Level of sales and bookings. <p>Number of online queries received and asking whether they used the website to obtain purchasing information.</p> <p>This means management orientation should not be one that continually looks always/just for 'increased' revenue, 'increased' profit, or 'increased' market share but it should be one that judges how well or poorly the website is performing against KPIs.</p> <p>Where the targets or KPIs have been met, this should indicate (all other things being equal) satisfaction with the contributions to continuous improvement.</p> <p>A potential problem exists where targets or KPIs have been reached or exceeded in that management may want to review the targets, believing they have been set too low in the first instance and the website can obviously do better.</p> <p>It is simply a fact of life that somewhere there is an optimum 'result' and it is illogical and potentially damaging to businesses to always keep pushing for more and more profit, sales, or market share.</p>

Slide

4.4 Establish procedures to allow evaluation of the use of the website as a marketing tool

Website Key Performance Indicator:

- General Key Performance Indicators KPIs
- Visibility Key Performance Indicators KPIs
- Interactional Key Performance Indicators KPIs
- Transactional Key Performance Indicators KPIs
- Geography Targeting Key Performance Indicators KPIs

(continued)

Slide 77

Slide No	Trainer Notes
77.	<p>Key Performance Indicators (KPI) for websites</p> <p>Key Performance Indicators (KPI) for websites will be able to outline the strengths and weaknesses of the website.</p> <p>In most cases results of website Key performance Indicates can be documents from using Web Analytics such as Google Analytics.</p> <p>Below is a list of Key Performance Indicators (KPI's) for websites:</p> <ul style="list-style-type: none"> • General Key Performance Indicators KPIs about Website • Conversion Rate: the percentage how many visitors are converted into desired actions • Goals Conversion Rate: Shows how many visitors reached at least one of the goals that you have setup by using the Google or Web Analytics service • Type of Users (user defined): Assists you define specific types of users that have completed a goal or a specific action in the website • Bounce Rate or Time on Site: Identifies whether your visitors fond what they are looking for in your website or if they left your site immediately • Type of Sources: This is a complex report which is generated by segmenting the traffic by specific sources and mediums such as Search Engines. <p>(Zotos 2012)</p>

Visibility Key Performance Indicators KPIs

Traffic generated by specific terms: Usually the keywords traffic report that can be found in Google or Web Analytics returns too many combinations. By using filters you can break down the keyword list and focus on the ones that contain specific terms or you can check for 2 words phrases, 3 words phrases or for terms that satisfy a specific rule.

Keyword Ranking: Find your keyword rankings by using the keyword battle tool and then compare the results with the original traffic reports of Google or web Analytics to find out if your keyword selection is popular or not.

New Vs Returning Visitors: This metric can give you insights about the loyalty of your audience and show you how many new visitors you attract on your website.

Interactional Key Performance Indicators KPIs

Social Media Interactions: Monitoring the amount of visitors that interact with your social media profiles (visit them by clicking on the appropriate buttons of your website or like/tweet/share your pages).

Media Consumption: Focuses on how users consume the content on the website, how many of them read posts, watch videos, listen to podcasts and so on.

Contact or Subscribe: Knowing how, when and how many visitors contact the website owners via e-mail, contact forms, live chat and so on.

(Zotos 2012)

Transactional Key Performance Indicators KPIs

Cost per Transaction: This metric measures the promotional cost per transaction for specific campaigns (AdWords, banners, newsletters and so on).

Average transaction value: Displays the efficiency of the cross selling and up selling techniques that you use.

Conversion Rate per Medium: Displays the conversion rate of each medium and it is extremely useful to monitor it in order to distinguish your popular pages.

(Zotos 2012)

Geography Targeting Key Performance Indicators KPIs

Transactions distribution per Country: This report provides very useful insights to distinguish the nationality of your clients.

Bounce rate distribution per Country: Displays the distribution of bounce rate by Country/territory.

Slide

4.4 Establish procedures to allow evaluation of the use of the website as a marketing tool

- Interactional Key Performance Indicators KPIs
- Transactional Key Performance Indicators KPIs
- Geography Targeting Key Performance Indicators KPIs



Slide 78

Slide No	Trainer Notes
78.	<p>Interactional Key Performance Indicators KPIs</p> <p>Social Media Interactions: Monitoring the amount of visitors that interact with your social media profiles (visit them by clicking on the appropriate buttons of your website or like/tweet/share your pages).</p> <p>Media Consumption: Focuses on how users consume the content on the website, how many of them read posts, watch videos, listen to podcasts and so on.</p> <p>Contact or Subscribe: Knowing how, when and how many visitors contact the website owners via e-mail, contact forms, live chat and so on.</p> <p>(Zotos 2012)</p> <p>Transactional Key Performance Indicators KPIs</p> <p>Cost per Transaction: This metric measures the promotional cost per transaction for specific campaigns (AdWords, banners, newsletters and so on).</p> <p>Average transaction value: Displays the efficiency of the cross selling and up selling techniques that you use.</p> <p>Conversion Rate per Medium: Displays the conversion rate of each medium and it is extremely useful to monitor it in order to distinguish your popular pages.</p> <p>(Zotos 2012)</p>

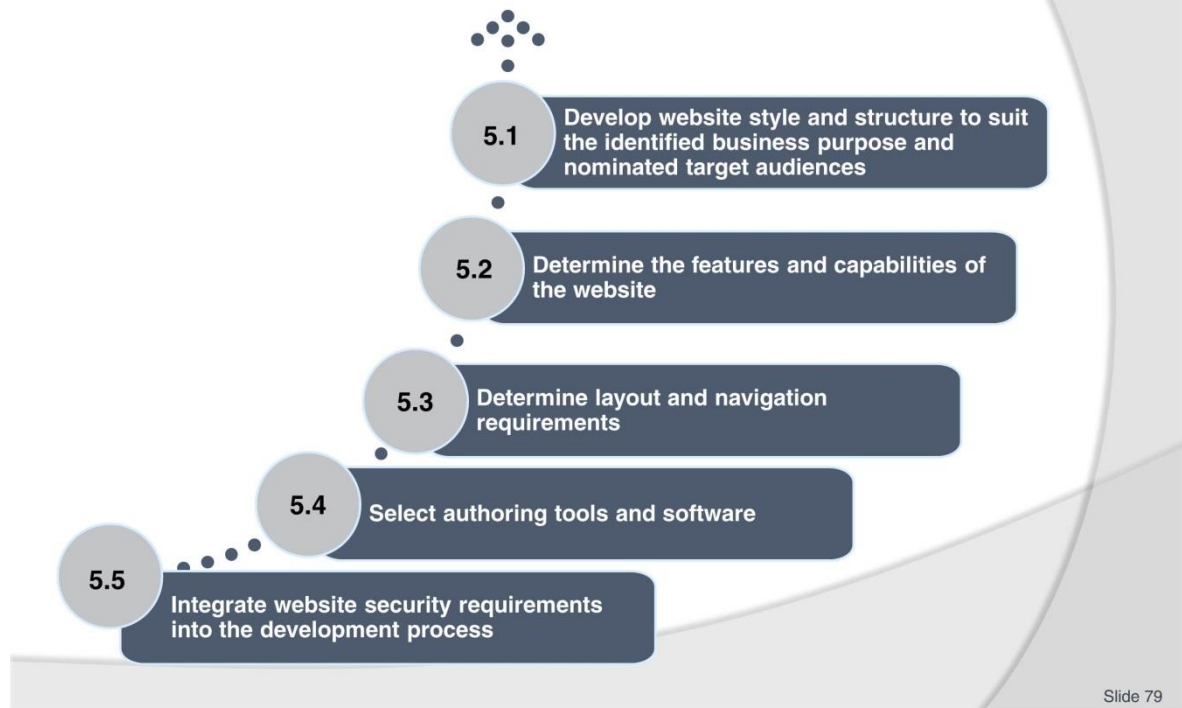
Geography Targeting Key Performance Indicators KPIs

Transactions distribution per Country: This report provides very useful insights to distinguish the nationality of your clients.

Bounce rate distribution per Country: Displays the distribution of bounce rate by Country/territory.

Slide

Element 5: Plan website structure

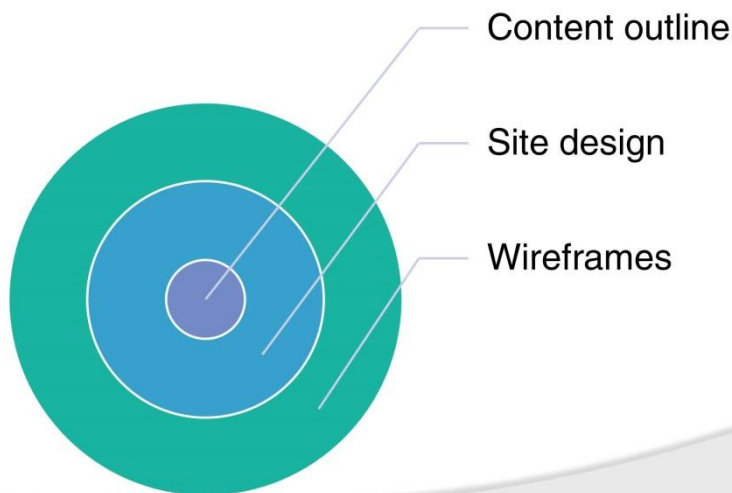


Slide No	Trainer Notes
79.	<p>Trainer to relate performance criteria to element 5</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element.</p> <p>To be able to Planning a website structure the students must be able to; Planning a website structure.</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the links between the website and the operational areas of the business Identify responsibilities for the development of procedures to enable integration between the website and the operational areas of the business Establish feedback mechanisms and processes to determine customer satisfaction with the website and the business Establish procedures to allow evaluation of the use of the website as a marketing tool.

Slide

5.1 Develop website style and structure to suit the identified business purpose and nominated target audiences

Website Style and structures:



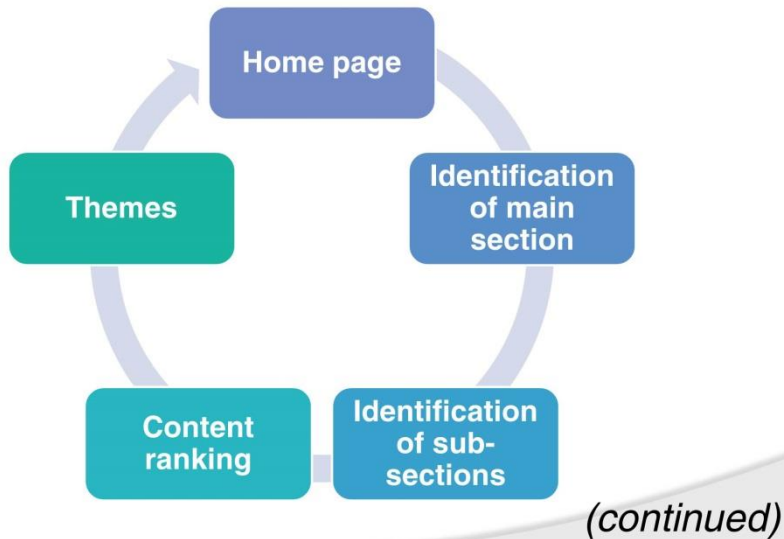
Slide 80

Slide No	Trainer Notes
80.	<p>Trainer advise</p> <p>Reviewing the styles and structures</p> <p>When selecting your organisations style and structure for review discuss the following topics:</p> <p>Content outline: brainstorm content which needs to be created for the site. Review the list of content and ensure that the content matches the organisational website goals and themes discussed in the previous elements.</p> <p>Site design: a site diagram is a visual presentation of your content outline and site structure.</p> <p>Wireframes: wireframes are non graphical. It is a drawing of your website pages and functions. Creating a wireframe for your website pages can provide a visual representative of how your website will look. Wireframes include navigation, images, content, functional images such as 'search', footer and so on.</p>

Slide

5.1 Develop website style and structure to suit the identified business purpose and nominated target audiences

Website style and structure



Slide 81

Slide No

Trainer Notes

81.

Website style and structures may be related to:

- Home page
- Identification of main section
- Identification of sub-sections
- Content ranking
- Themes.

Slide

5.1 Develop website style and structure to suit the identified business purpose and nominated target audiences

- Hierarchies
- Search engine optimisation
- Internal and external linking
- Clear and accurate documentation of structure to facilitate the development process
- Accommodation of identified preferences of target markets-audiences
- Aligning with established business website strategy

Slide 82

Slide No	Trainer Notes
82.	<ul style="list-style-type: none"> • Hierarchies • Search engine optimisation • Internal and external linking • Clear and accurate documentation of structure to facilitate the development process • Accommodation of identified preferences of target markets-audiences • Aligning with established business website strategy.

Slide

5.1 Develop website style and structure to suit the identified business purpose and nominated target audiences



Activity

Develop a site diagram and a wireframe for a Tourism website.

Slide 83

Slide No

Trainer Notes

83.

Activity:

Develop a site diagram and a wireframe for a Tourism website.

Activity:

- The tourism website is not be the same website as your work project
- The tourism website is to be make believe
- Research other tourism websites for style and structure ideas
- Prepare a presentation of the site diagram and wireframe. The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 2-5 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

5.2 Determine the features and capabilities of the website

Features and capabilities:

- Marketing features
- Legal requirement
- Privacy and confidentiality requirements
- Security requirements
- Authentication facility or link



(continued)

Slide 84

Slide No	Trainer Notes
84.	<p>Features and capabilities</p> <p>List all of the products and services you have to offer. But instead of emphasizing the features, focus on the benefits – what are the users going to get out of this website?</p> <p>Ask yourself why will someone care about each particular product or service and write it down. After taking a few minutes to view this section, users should know exactly what you have to offer and why they should buy your products or use your online services.</p> <p>It is important to provide up to date media, photos and context of relevant products and services that can accompany information and also to help the user understand what is being offered.</p> <p>For example, if one of the website pages is about your organisation's history: include the date the business was founded, who was involved and why the individual or group started the business. Ensure this information is interesting, offer personal thoughts and stories about the development of the business from start to present day.</p> <p>If your business is new and you don't have a lot to share, you can include background information in your "Business Facts" link.</p> <p>In addition to this, there are numerous features and capabilities which can or should be included in a website such as:</p> <ul style="list-style-type: none"> • Marketing features • Legal requirement • Privacy and confidentiality requirements

	<ul style="list-style-type: none">• Security requirements• Authentication facility or link.
--	--

Slide

5.2 Determine the features and capabilities of the website

- Customer service requirements
- Shopping cart facilities
- Electronic payment facilities
- On-line catalogues and brochures
- Knowledge and information bases, such as destinations, weather, currency, history, maps, timetables and schedules



(continued)

Slide 85

Slide No	Trainer Notes
85.	<ul style="list-style-type: none"> • Customer service requirements • Shopping cart facilities • Electronic payment facilities • On-line catalogues and brochures. <p>Knowledge and information bases, such as destinations, weather, currency, history, maps, timetables and schedules.</p>

Slide

5.2 Determine the features and capabilities of the website

- Frequently Asked Questions (FAQs) page
- Thumbnails and image maps
- Active links
- Authentication facility or link
- Navigation buttons



Slide 86

Slide No	Trainer Notes
86.	<ul style="list-style-type: none"> • Frequently Asked Questions (FAQs) page • Thumbnails and image maps • Active links • Authentication facility or link • Navigation buttons.

Slide

5.2 Determine the features and capabilities of the website

- Colour, sound, video, images and graphics
- Downloadable files
- Search facility
- Facility for user feedback on content and operation of the website
- Text and tags in Hypertext Markup Language (HTML)
- Cut down versions for web pages in Wireless Markup Language (WML) for access by Wireless Access Protocol (WAP) telephones

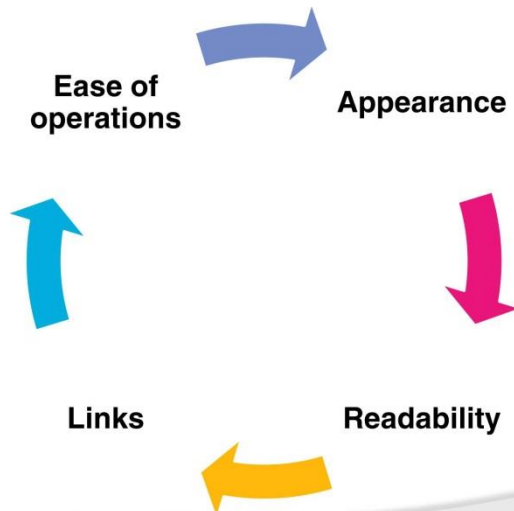
Slide 87

Slide No	Trainer Notes
87.	<ul style="list-style-type: none"> • Colour, sound, video, images and graphics • Downloadable files • Search facility • Facility for user feedback on content and operation of the website • Text and tags in Hypertext Markup Language (HTML) • Cut down versions for web pages in Wireless Markup Language (WML) for access by Wireless Access Protocol (WAP) telephones.

Slide

5.3 Determine layout and navigation requirements

Arrange and navigate a website:



Slide 88

Slide No

Trainer Notes

88.

Arrange and navigate website layout

Once you have access to the website, it is important to arrange it in a manner that reflects the type of image the organisation would like to portray online.

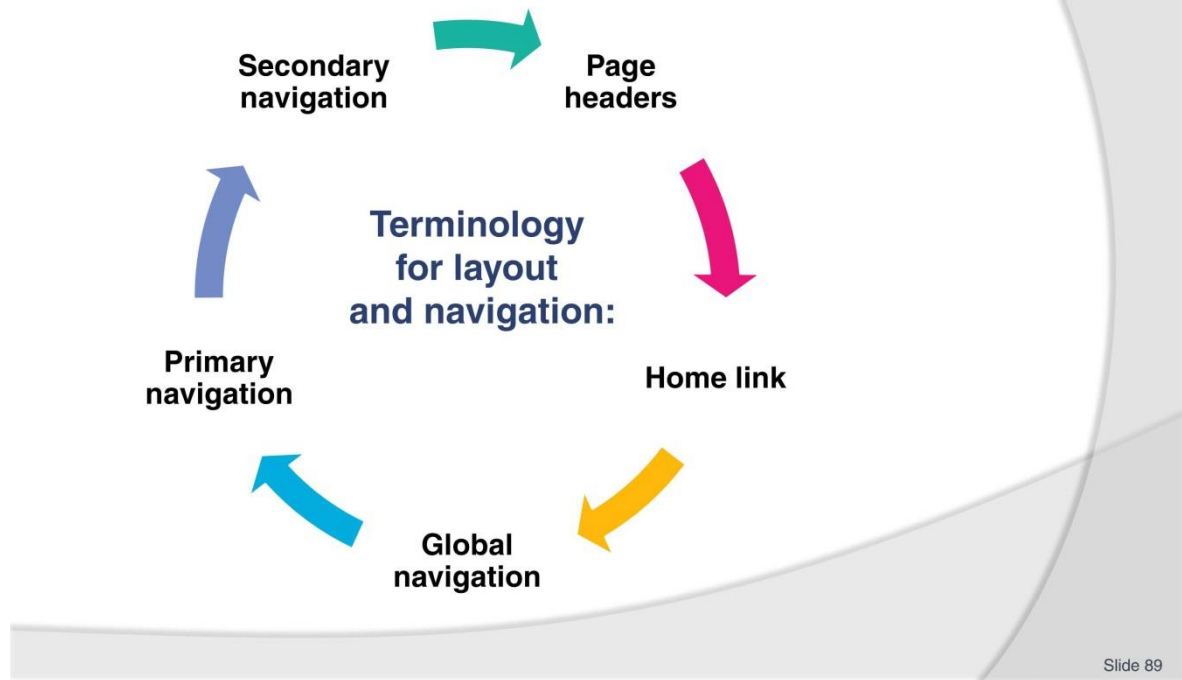
Layout and navigation aspects to be arranged include:

- Appearance – surrounding colours, fonts, images and so on are in the same theme of the organisation and have been approved by management, IT, Marketing and other departments before the website is live
- Readability – the information provided can be read by the audience?
- Does the information use simple language and not incorporate slang, acronyms or technical terms that may not be understood
- Is the organisation global?
- Can individuals around the world read it?
- Can the information be translated into different languages?
- Links – when users click on tables, are they reading the appropriate links? Are all links live and working to meet demand?

- | | |
|--|---|
| | <ul style="list-style-type: none">• Ease of operation – the website must be available for use by users at all times. The organisation must ensure that the website server is active at all time so users don't have any errors when they load the website. In addition to this, the website should have not 'broken lines' thus making the user have to go back it a search engine. This will cause a lot of negative feedback. Most importantly, make sure that the website is mobile and tablet friendly for easy access by your users. |
|--|---|

Slide

5.3 Determine layout and navigation requirements



Slide 89

Slide No	Trainer Notes
89.	<p>Terminology for Layout and Navigation:</p> <ul style="list-style-type: none"> • Page headers: sit on top of each page- they provide site identity and global navigation within the website. Page headers can also include search. The exact location of page headers are usual at the top of a website. However, can vary from website to website • Home link: placing your organisation logo on the top left corner of your website is used universally and should be adopted • Global navigation: headers are the most frequent location for global navigation to links that are located throughout the website • Primary navigation: the content in a website that most users are interested in. An example of this is: general information about the organisation or person • Secondary navigation: Content that does not serve the primary goal of the website but the users still might be interested in. An example of this is: FAQ, help page, contact and so on • Breadcrumb trail is an example of a secondary navigation.

Slide

5.3 Determine layout and navigation requirements



Activity

Develop a website layout for a Tourism website.

Slide 90

Slide No	Trainer Notes
90.	<p>Activity:</p> <p>Develop a website layout for a Tourism website (illustrated on page 66).</p> <p>Activity:</p> <ul style="list-style-type: none"> • The tourism website is not be the same website as your work project • The tourism website is to be make believe • Research other tourism websites for style and structure ideas • Prepare a presentation of the site diagram and wireframe. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

5.4 Select authoring tools and software

Authorising tools:

- Software currently used in the organisation
- Selection of new or replacement of software
- Software procurement practices
- Communicating with software vendors
- Working with existing Authorising Tools

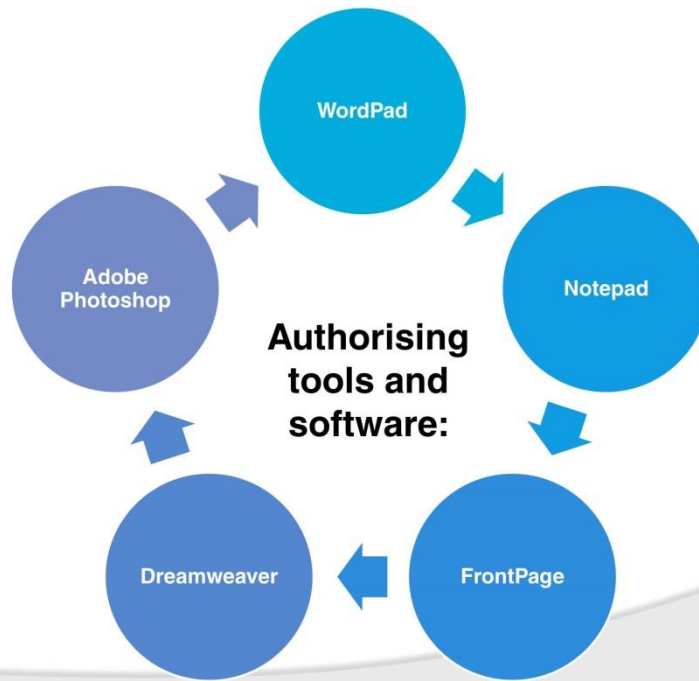
Slide 91

Slide No	Trainer Notes
91.	<p>Selecting Authorising tools:</p> <ul style="list-style-type: none"> • Below is a checklist or guideline on how to select authorising tools: <ul style="list-style-type: none"> ▪ Software currently used in the organisation ▪ Do the authorising tools support or delay the development of the accessibility of the website? ▪ Do the authorising tools change or remove accessibility information for example: text of an image and so on • Selection of new or replacement of software: <ul style="list-style-type: none"> ▪ Which application is more compatible with Authoring Tools Accessibility? ▪ Which applications provide developers commitment of software for future versions? • Software procurement practices: <ul style="list-style-type: none"> ▪ What current procurement practices does your organisation have? ▪ What communication channels does your organisation have with vendors for software packages?

- | | |
|--|--|
| | <ul style="list-style-type: none">• Communicating with software vendors:<ul style="list-style-type: none">▪ Does the software follow Authoring Tool Accessibility Guidelines (ATAG)?▪ Does the vendor offer a demonstration of the software?▪ Does the software follow government requirements for web access?• Working with existing Authorising Tools:<ul style="list-style-type: none">▪ Become familiar with website concepts by reading Web Content Accessibility Guidelines (WCAG) and Authoring Tool Accessibility Guidelines (ATAG)?▪ Identify limitations of authorising tools by conducting research on accessibility review products and understanding Web Content Accessibility Guidelines (WCAG) and Authoring Tool Accessibility Guidelines (ATAG)?▪ Develop a checklist or guideline for your organisation website on how to correct accessibility guidelines. |
|--|--|

Slide

5.4 Select authoring tools and software



Slide 92

Slide No

Trainer Notes

92.

Authorising tools and software must include evolution of options which may include:

- WordPad
- Notepad
- FrontPage
- Dreamweaver
- Adobe Photoshop
- Web page authoring tools (e.g., WYSIWYG HTML editors)
- Software for directly editing source code or markup
- Software for converting to web content technologies (e.g., "Save as HTML" features in office suites)
- Integrated development environments (e.g., for web application development)
- Software that generates web content on the basis of templates, scripts, command-line input or "wizard"-type processes
- Software for rapidly updating portions of web pages (e.g., blogging, wikis, online forums)
- Software for live collaboration over the web
- Software for updating social media profiles, microblogging, photo and video sharing

- | | |
|--|--|
| | <ul style="list-style-type: none">• Software for generating/managing entire web sites (e.g., content management systems, courseware tools, content aggregators)• Email clients that send messages in web content technologies• Multimedia authoring tools• Debugging tools for web content• Software for creating mobile web applications• Scripting libraries. |
|--|--|

Slide

5.5 Integrate website security requirements into the development process

Security requirements:

- Steal client's name, contact details, credit card details and so on
- Hijack the website
- Crash the website



Slide 93

Slide No	Trainer Notes
93.	<p>Security requirements</p> <p>The security of your organisational website is important. Your organisational website is your brand and sometimes the first contact with your potential clients.</p> <p>Threats of not having a secure organisational website:</p> <ul style="list-style-type: none"> • Visitors or computer hackers can: • Steal client's name, contact details, credit card details and so on. • Hijack the website • Crash the website. <p>Computer hackers can launch attacks on small, medium or large organisational websites. Most countries and states have strict data breach laws to prevent this from happening. However, in some cases, the hackers of a website can never be found.</p>

Slide

5.5 Integrate website security requirements into the development process



Activity

What are the data breach laws for organisational websites in your country?

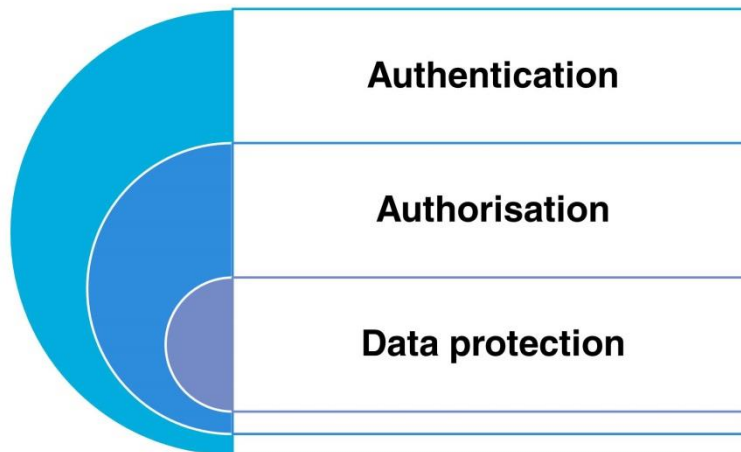
Slide 94

Slide No	Trainer Notes
94.	<p>Activity:</p> <ul style="list-style-type: none"> • What are the data breach laws for organisational websites in your country? • Research the legal issues based on your country's legislation codes and standards • Prepare a presentation on the legal issues. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group. • Presentations time frame: 2-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

5.5 Integrate website security requirements into the development process

Security requirements:



Slide 95

Slide No	Trainer Notes
----------	---------------

95.

Security requirements:

Below is a list of Website service security requirements:

- Authentication – makes sure that each entry of information inputted into the website by the requester, provider and so on is what it actually claims to be- that all information is true and accurate
- Authorisation – determines if the service provider has given access to the Web service the requesting person. Authorisation determines if the service requester is sanctioned or allowed to complete operational tasks for the organisational website
- Data protection – makes sure that the website has not been hijacked by another user or visitor. However, in some cases data protection does not guarantee that the website site will not be hijacked. It is used as a precaution.

Below is a list of links illustrating news articles of websites which have been hijacked:

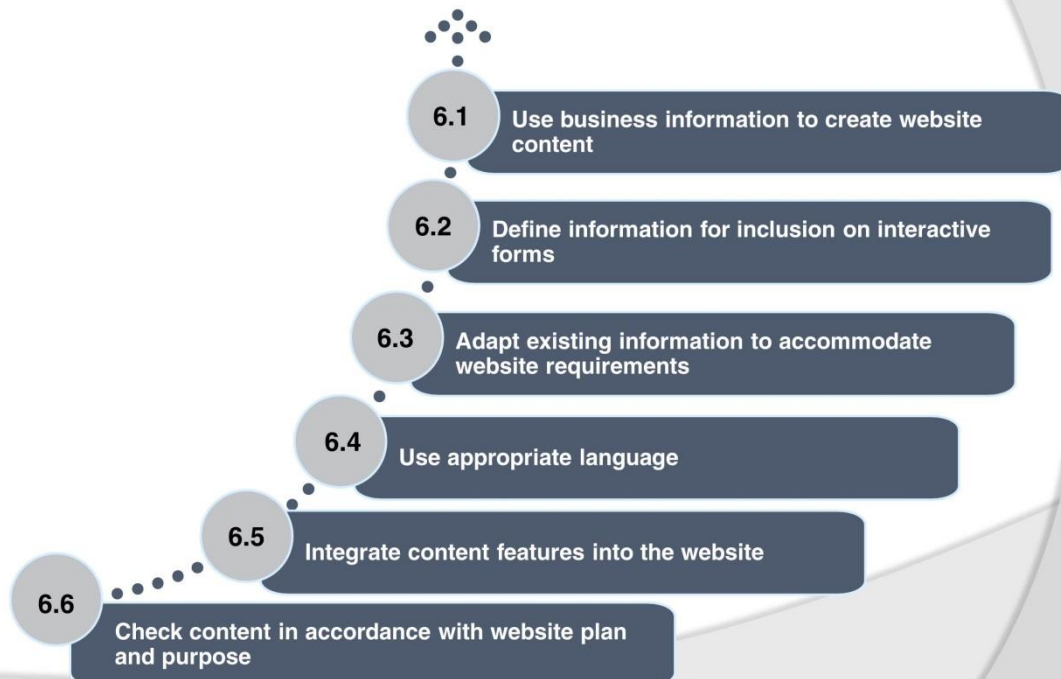
- <http://www.techtimes.com/articles/96917/20151019/new-malware-does-not-take-over-your-browser-it-replaces-it.htm>
- <http://www.wired.com/2015/10/this-radio-trick-silently-hacks-siri-from-16-feet-away/>
- <http://www.v3.co.uk/v3-uk/news/2428289/xor-ddos-botnet-is-using-linux-based-computers-to-flood-websites.>

Other Security requirements may include:

- Developing security protocols and relevant use policies
- Software products to track and identify visits
- Software to protect against illegal access, illegal installation and on-line information theft
- Software to detect and remove unwanted threats, including viruses, spy ware, ad ware and worms
- Validating website data for compliance with type, length, syntax and individual business rules
- Prohibiting use of user-provided files on the website
- Using cryptographic security protocols against phishing (tracing someone to release confidential information or do something they would not normally do) and web spoofing, including Single Socket Layer (SSL) and Transport Layer Security (TLS)
- Inducing security in all testing and system checks
- Developing disaster recovery plans
- Applying protocols recommended by the web hosting service and internal technical personnel
- Password protection
- Limiting viewing of rates
- Limiting downloading of images/image encoding
- Payment mechanisms.

Slide

Element 6: Develop website content

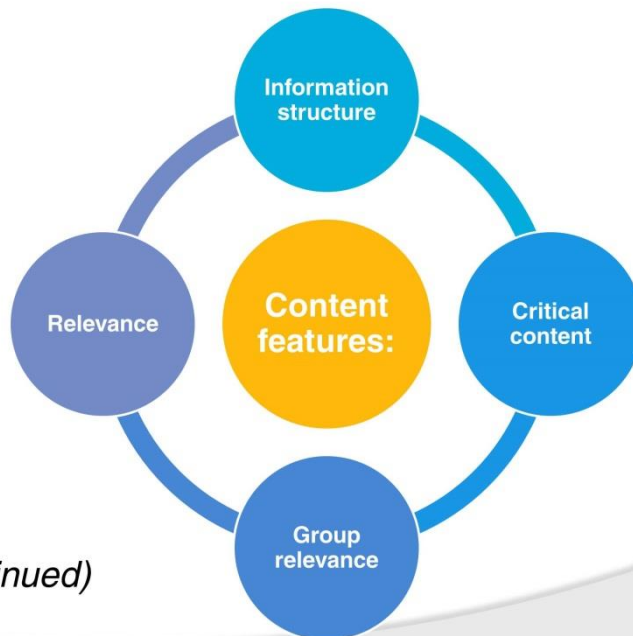


Slide 96

Slide No	Trainer Notes
96.	<p>Trainer to relate performance criteria to element 6</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element.</p> <p>To be able to Developing website content the students must be able to; Developing website content.</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • Use business information to create website content • Define information for inclusion on interactive forms • Adapt existing information to accommodate website requirements • Use appropriate language • Integrate content features into the website • Check content in accordance with website plan and purpose.

Slide

6.1 Use business information to create website content



(continued)

Slide 97

Slide No	Trainer Notes
97.	<p>Guidelines for business website content</p> <p>Content is the most valuable aspect of your business website. The content is the reason why you have developed your website- so the organisation can showcase its information, services, and products and so on.</p> <p>People will visit your business website because they are looking for something and it should be your goal to be able to foresee what they are looking for.</p> <p>In addition to making sure that the content information on your website is useful and well written it is important to make sure that the information is clearly organised. Visitors need to be able to scan your website and find what they are looking for without searching for it.</p> <p>Below are a list of guidelines or steps which can be practiced when creating content for your website.</p> <p>Information structure- ensures that information and the layout of information which has been included on the website is clear and the visitor understands the information. This will require the developer of the website to draft the website information and provide it to a third party to read and provide feedback.</p> <p>Critical content- this information is detailed and the developer of the website will be required to where to display the content. To commence this task think of questions visitors may have when visiting the website.</p>

	<p>Note that in most cases, when visitors enter your website, they will usually use the top of the webpage- 'primary navigation' which was discussed in element 5.3. Make sure to keep this information in mind when developing critical content for the webpage.</p> <p>Group relevance- when organising your web content categorise topics which are similar to each other. This is usually in forms or a top and a drop down menu.</p> <p>Relevance- display information on your website which is relevant to the web page. Ensure that all organisational information is up to date and relevant to the visitor</p>
--	---

Slide

6.1 Use business information to create website content

card sorting

Content inventories

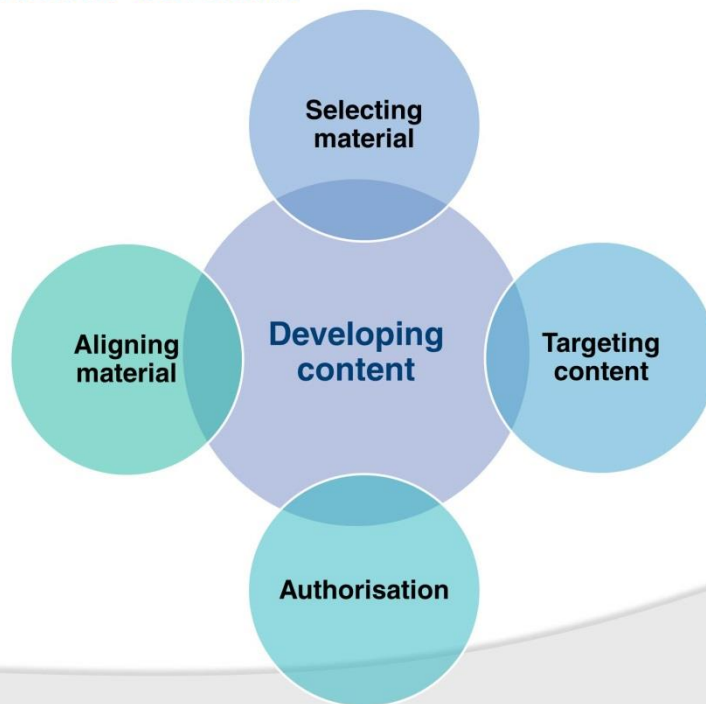
Paper and sketch board

Slide 98

Slide No	Trainer Notes
98.	<p>Card sorting- can be used to organise content of your website onto index cards. This is an interactive way of developing website content. This task can be completed by putting each web page onto an index card and sort the cards into a plan or layout of your website navigation.</p> <p>Content inventories- developing a spreadsheet using excel and placing your web page headings with their URLs.</p> <p>Paper and sketch boards- developing ideas and website content using paper and sketch boards.</p>

Slide

6.1 Use business information to create website content



Slide 99

Slide No	Trainer Notes
99.	<p>Business information to create website content may also include:</p> <ul style="list-style-type: none"> • Selecting material in accordance with the website strategy • Targeting content to match business and marketing objectives • Ensuring appropriate authorisations are obtained to use materials on-line. <p>Aligning material with identified sections and sub-sections. Content may relate to:</p> <ul style="list-style-type: none"> • Knowledge bases • Products and services • Catalogue and brochures • Thumbnails • Frequently asked questions • Company profile • Staff profiles • Business history • Client testimonials • Published material.

Slide

6.1 Use business information to create website content



Activity

Develop website content for your tourism website.

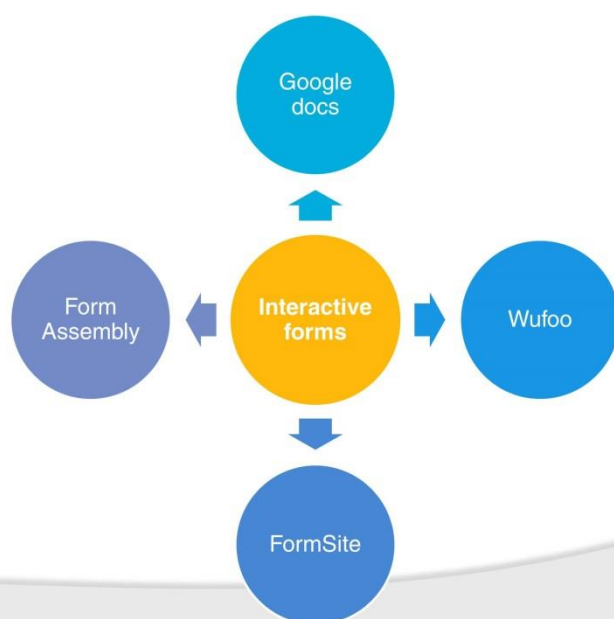
Slide 100

Slide No	Trainer Notes
100.	<p>Activity:</p> <ul style="list-style-type: none"> • Develop website content for your tourism website • Develop tourism website content using one of the following methods: card sorting or card inventory or a sketch board • The tourism website is not be the same website as your work project • The tourism website is to be make believe • Research other tourism websites for content ideas • Prepare a presentation of the card sorting or card inventory or a sketch board. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.</p>

Slide

6.2 Define information for inclusion on interactive forms

7.5 Use appropriate techniques to create interactive forms within website pages



Slide 101

Slide No

Trainer Notes

101.

Interactive forms

Interactive forms are a good way to obtain feedback from visitors or obtain information from visitors who have visited your website. There is a variety of interactive forms available for websites. Below are some examples of interactive forms.

Google Docs – this is a simply option to develop interactive forms for users. Google Docs can be used in Google Application and the use of Google Doc is free. There are 7 formats in Google docs ranging from docs, sheets, slides and so on. Although Google docs is quite simple to use, images, layout of the style format and so on cannot be customised for the organisation.

Example of Google Docs

Wufoo- This interactive form uses a 'drag and drop' approach that allows organisations to customise their and tailor information. There is a variety of options for visitors when using Wufoo such as payment options and so on. However, there is a price associated with the use of Wufoo.

FormSite- allows organisational flexibility options. This allows customisation of more than 40 data fields and interactive questionnaires. Free versions are available for trials.

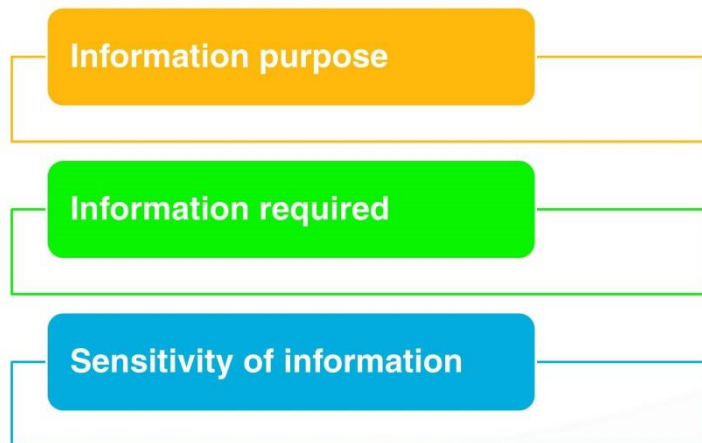
FormAssembly- this is a fully customised free format layout for interactive forms. The developer can manage and monitor the style and layout of the interactive forms. This form can also be used internationally as it is able to translate to over 30 languages.

Slide

6.2 Define information for inclusion on interactive forms

7.5 Use appropriate techniques to create interactive forms within website pages

Inclusion on interactive forms



Slide 102

Slide No	Trainer Notes
102.	<p>Information for inclusion on interactive forms may include:</p> <ul style="list-style-type: none"> • Matching the information to the purpose of the form • Identifying information required by the marketing department • Observing privacy obligations • Taking into account the sensitivity of information sought in relation to target audiences • Ensuring ease of completion • Minimising time required to complete.

Slide

6.2 Define information for inclusion on interactive forms

7.5 Use appropriate techniques to create interactive forms within website pages



Activity

Develop an interactive form for a webpage on your website.

Slide 103

Slide No

Trainer Notes

103.

Activity:

- Develop an interactive form for a webpage for your website
- Develop an interactive form for your tourism website using Google Docs
- The interactive form for your tourism website is not be the same as your work project
- The interactive form is to be make believe
- Research other websites for interactive form ideas
- Prepare a presentation of the interactive form. The presentation is to be conducted in class.

Additional Notes:

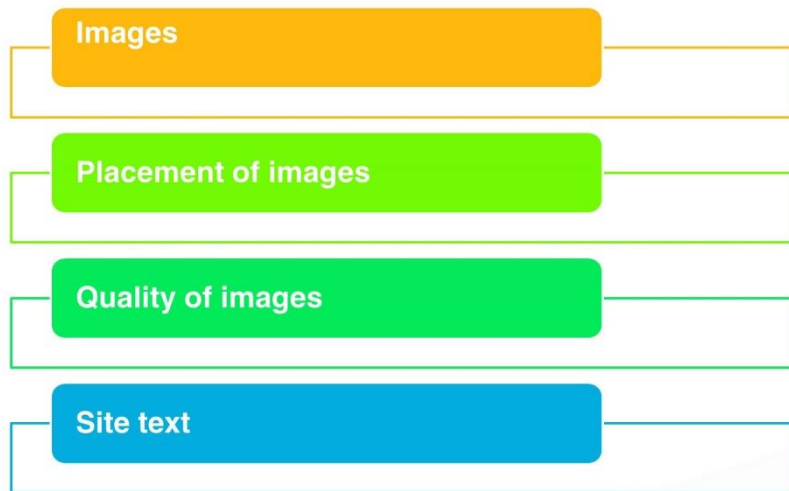
- Group size: 3-4 members in one group
- Presentations time frame: 2-5 minutes.

Optional Presentation resources: In the case that Google Docs is not available. Participants can develop a non graphical version or another interactive form which requires no monetary investment.

Slide

6.3 Adapt existing information to accommodate website requirements

Clarity of information



Slide 104

Slide No	Trainer Notes
104.	<p>Clarity of information including graphics, diagrams and texts:</p> <ul style="list-style-type: none"> Using your website as a tool for sales and to improve organisational image is a great way to increase visitors to your website Listed below are areas which can be used to create positive adjustments to your website Image- choose your organisation image carefully. Select illustrations and photographs that align with the organisation's image, values, goals and so on. Remember in some cases less is more, choose a selection of eye catching images to gain the visitor's attention Placement of images- Decide what you would like the visitors to see first when they visit your page. Is the image the centrepiece or is it information about the organisation? The images on the website should not distract the visitor; it should complete the content of the website Quality of images- There should be a right balance of image file size and the quality of the image. The file size of the images on your website will control the downloading time of your website for visitors Site text- keep in mind the quality of text which is included in your website. Consider how much the visitor might read- think about how much text you read when you visit a website. Sometimes, visitors would prefer the most important information which is clear and concise to read and understand.

Slide

6.3 Adapt existing information to accommodate website requirements

Scan ability of material:

- Scanning information
- Before scanning information



Slide 105

Slide No	Trainer Notes
105.	<p>Scan ability of materials:</p> <ul style="list-style-type: none"> • Scanning information on your organisational website can allow you to look for specific facts or information without you actually reading everything. It is a common task to scan, think of the last time you read a 4 page document and looked or found the key words and collected a summary of the information • Before scanning information on your website understand where and how the website is structured. Establish your purpose of what information you want to find and key words associate. The scanning process is a way of identifying what your visitors would like to see as well on your website. <p>Readability of the content:</p> <ul style="list-style-type: none"> • Choosing website font- the font and the style of the website can be standardised by the organisation and kept in theme of what font the organisation uses for its workplace documents or intranet document. Different fonts can be changed or may be a challenge to obtain due to different operating systems; in this case, web fonts are a popular chose • When choosing a font and line spacing, make sure it is readable and that there is a difference between headline and actual content on the website.

Slide

6.3 Adapt existing information to accommodate website requirements



Activity

Provide feedback on the above content

Calling outside of UK or US? +44 (0) 207 426 9888

BLACK TOMATO OPENING HOURS (UK GMT)
Monday – Friday
0900 – 1900

BLACK TOMATO OPENING HOURS (US EST)
Monday – Friday
0900 – 1700

PHONE NUMBER (INCL DIAL CODE)*
WHEN WOULD YOU LIKE TO GO?
WHERE WOULD YOU LIKE TO GO?
WHERE ARE YOU FLYING FROM?
PLEASE SELECT A CURRENCY
HOW MUCH PER PERSON?
HOW MANY PEOPLE?
HOW DID YOU HEAR ABOUT US?
OTHER (PLEASE SPECIFY)

UK
British Pounds (£)
Select...
2
Select...

(Idler 2012)

Slide 106

Slide No Trainer Notes

106.

Activity:

- Provide feedback on the content in reference to fonts
- Is the content readable? Why or why not?
- What readable font would you use on your website?

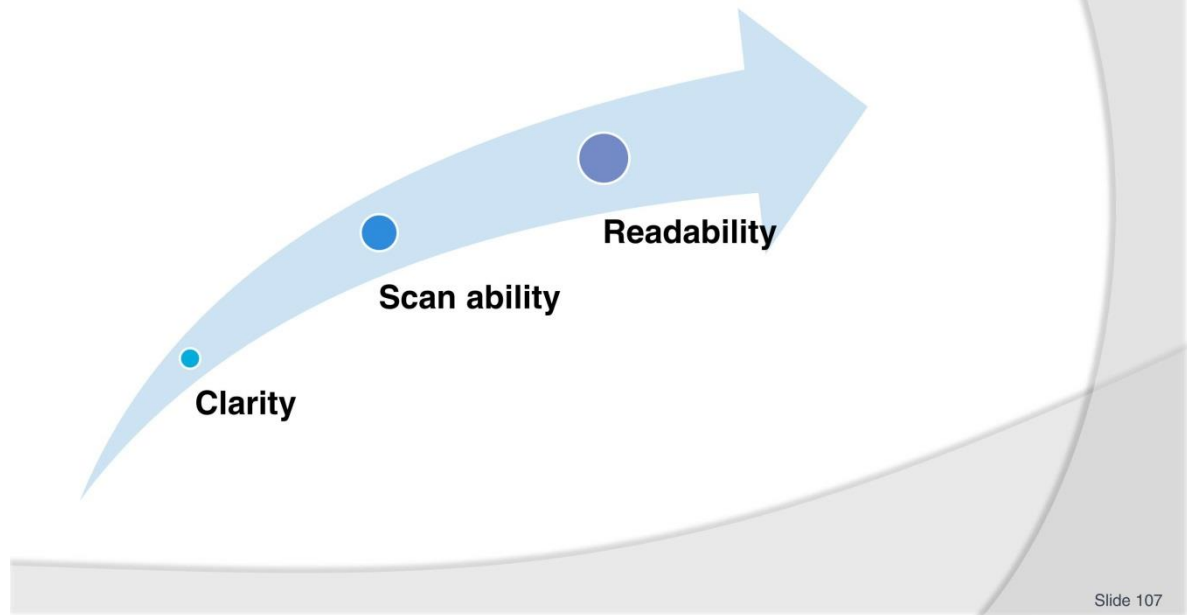
Additional Notes:

- Group size: 3-4 members in one group
- Discussion time frame: 2-5 minutes
- No presentation required.

Slide

6.3 Adapt existing information to accommodate website requirements

Desired website image



Slide No	Trainer Notes
107.	<p>Desired website image</p> <p>Overall, the website must fit with the desired image of the establishment.</p> <p>There is always a need to promote a product or service in a suitable manner in-keeping with the product's image, the organisation's wishes and/or customer expectations.</p> <p>In general terms, your website should never downgrade a product or service by virtue of the context in which it is displayed, or the nature of the display that is created to promote it.</p> <p>In summary, it is important to take into consideration in adapting existing information which may include:</p> <ul style="list-style-type: none"> • Ensure clarity of information including graphics, diagrams and text • Ensuring scan ability of materials • Ensuring readability of materials • Ensuring readability of the content. • Modifying text to meet the identified needs of and preferences of target audiences.

Slide

6.4 Use appropriate language

Appropriate language:

- Useable interface
- Ask questions or seek feedback
- Downloadable information
- Clear and accurate descriptions



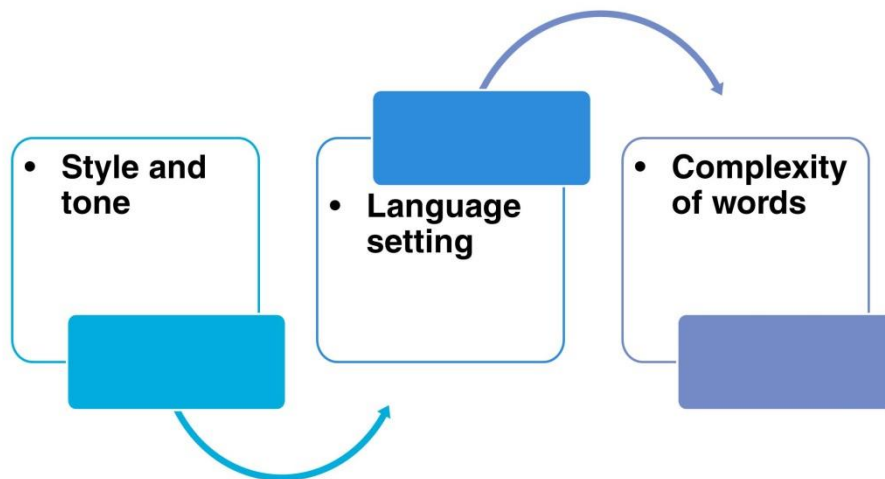
(continued)

Slide 108

Slide No	Trainer Notes
108.	<p>The key points to providing appropriate language</p> <p>In order to provide relevant information to your website users, the key points are:</p> <ul style="list-style-type: none"> • To provide a useable interface to ensure ease of service – by your verbal and nonverbal communication (e.g. background music). Create a website where you want to help, are willing to do so and encourage users to find the information they have asked for • To ask questions or seek feedback – design the website to determine their preferences and any limiting parameters which might apply to them • Knowledge is power when providing users information so they can provide feedback • To supply downloadable information – such as maps, brochures and pamphlets so users have something to take with them, something to refer to • To provide clear and accurate non-verbal descriptions – of the attractions or other requirements (such as accommodation and transport). Your advice should be concise yet enticing.

Slide

6.4 Use appropriate language



Slide 109

Slide No	Trainer Notes
109.	<p>Remember in developing your website and creating pages and links always take the following into consideration:</p> <ul style="list-style-type: none"> • Choose a suitable style and tone- is the information in a readable style? Is the style up to date? Remember, our tone communicates the rest of our message. Users can hear your tone of voice in the website and this is what will keep them using your organisation website • Selecting language to be used such as English or the language of the host country: When language presents a barrier to communication in the website ensure that there is an option where Google translate can translate the information to the users preferred language. Also ensure that maps, videos and so on have also been changed to meet the users language demands • Matching complexity of words used to knowledge and experience of the target audiences and expected users: Ensure that clarity is used to express certain words to ensure the user understands what information is being presented – information should not include jargon, industry acronyms or slang. All information should be accurate and choose words and images that reflect exactly what you want the user to understand or see • Overall, ensure that the language reflects the desired image of the business.

Slide

6.5 Integrate content features into the website

Website consideration:

- Publication's e-market segment
- Best approach for creating interest
- Information to include
- Time required to draft, edit, revise and proof read information



Slide 110

Slide No	Trainer Notes
110.	<p>Considerations when developing a website, or working with developers, may include:</p> <ul style="list-style-type: none"> • Publication's e-market segment • Best approach for creating interest • Information to include • Time required to draft, edit, revise and proof read information.

Slide

6.5 Integrate content features into the website

Constructing content

Length

Headings

Slide 111

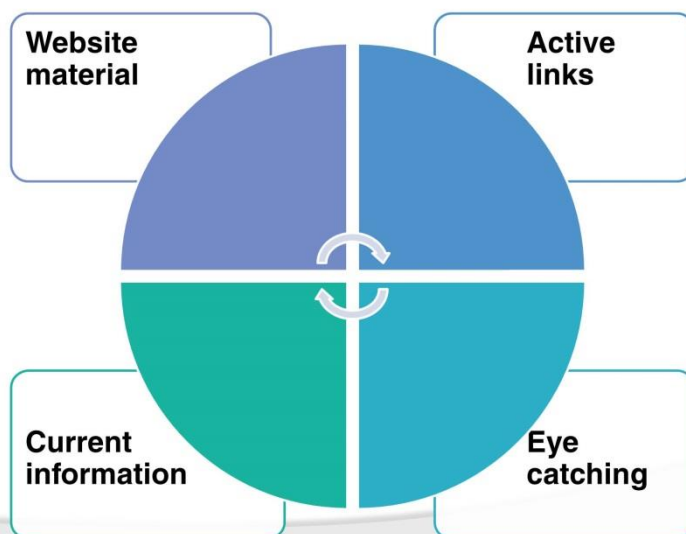
Slide No	Trainer Notes
111.	<p>Constructing content for website</p> <p>When constructing the website itself, there are a few points to keep in mind to ensure that the end product is well designed, concise and is a professional reflection of your organisation.</p> <p>Length</p> <p>Regardless of how long you may wish the information to be, even if it is not restricted to fit guidelines dictated by the media, any information must be long enough to contain all the vital points of the message, but concise enough so that it does not lose focus.</p> <p>Heading (s)</p> <p>There must be a creative and eye catching heading otherwise you will not attract the attention of the user and they won't read any aspect of the article.</p> <p>The title of the information is the most important part and requires careful consideration, as it will be the first thing the user will see and influences their decision to read the information or not. The key is to tell users what the information offers and tell them quickly. Hopefully this can be achieved within the first three or four words if possible.</p> <p>Integrate content features into the website must include. Alignment with the website structure, plan and content may include the following:</p> <ul style="list-style-type: none"> • Ensuring accuracy • Checking relevance

- | | |
|--|---|
| | <ul style="list-style-type: none">• Ensuring currency• Verifying that all identified content has been developed• Observing legislated copyright and intellectual property rights requirements• Obtaining hard copy permission to use copyright-protected material. |
|--|---|

Slide

6.6 Check content in accordance with website plan and purpose

Website plan:



Slide 112

Slide No	Trainer Notes
112.	<p>Tips to enhance when planning for your website pages</p> <p>When incorporating the information you have sourced for the website, an effective procedure is to:</p> <ul style="list-style-type: none"> • Ensure all links are active for users and meet identified layout and facilitate navigation • Overall site is eye catching and appeals to users • Is user friendly. <p>Verify you have the latest or current version of information – many websites update their information regularly. It is not uncommon for the information to be changed every day or hour in some websites.</p> <p>Proof read the website material – it is important you are not interrupted and essential you focus and concentrate on what needs to be done to ensure accuracy in the information.</p> <p>Take this seriously – you should apply the same practices and attitude to this as you did when studying for examinations at school: it is important to realise this is a serious undertaking and any mistakes regarding legislations or copyright laws may see you involved in a legal situation.</p> <p>Scan website information – to gain an oversight of what is available, the types of information available, location of data and facts, and obtain a general understanding of what is available to you.</p>

	<p>Arrange the information in some logical order you will read it in – ‘group’ similar information and sequence it so it flows in a coherent fashion.</p>
--	---

	<p>Read the available information – do this without interruption and without taking notes. Read slowly and digest what you are reading – make sense of what is being read.</p>
--	--

Slide

6.6 Check content in accordance with website plan and purpose



Activity

Develop a website plan and purpose for your audience.

Slide 113

Slide No

Trainer Notes

113.

Activity:

Develop a website plan and purpose for your audience.

At this stage of your website site development phase, you have:

- Chosen your audience
- Identified your websites purpose
- How you will develop the website content
- How you will organise your website for your target audience
- In this activity identify the following points:
 - What is the purpose and goal of my website
 - What do my visitors want to know?
 - What benefits could some of the website visitors be looking for?
 - What is it that visitors to my website want to do?
 - How do I want my visitors want to feel when visiting my website?

Use information which you have gathered from element 1-6 to research and discuss the above questions.

Additional Notes:

- Discuss and research the above 5 points
- This tourism website is not be the same as your work project but can be the same as the previous activity from elements 1-6
- The Tourism website is to be make believe
- Prepare a presentation of your results. The presentation is to be conducted in class.

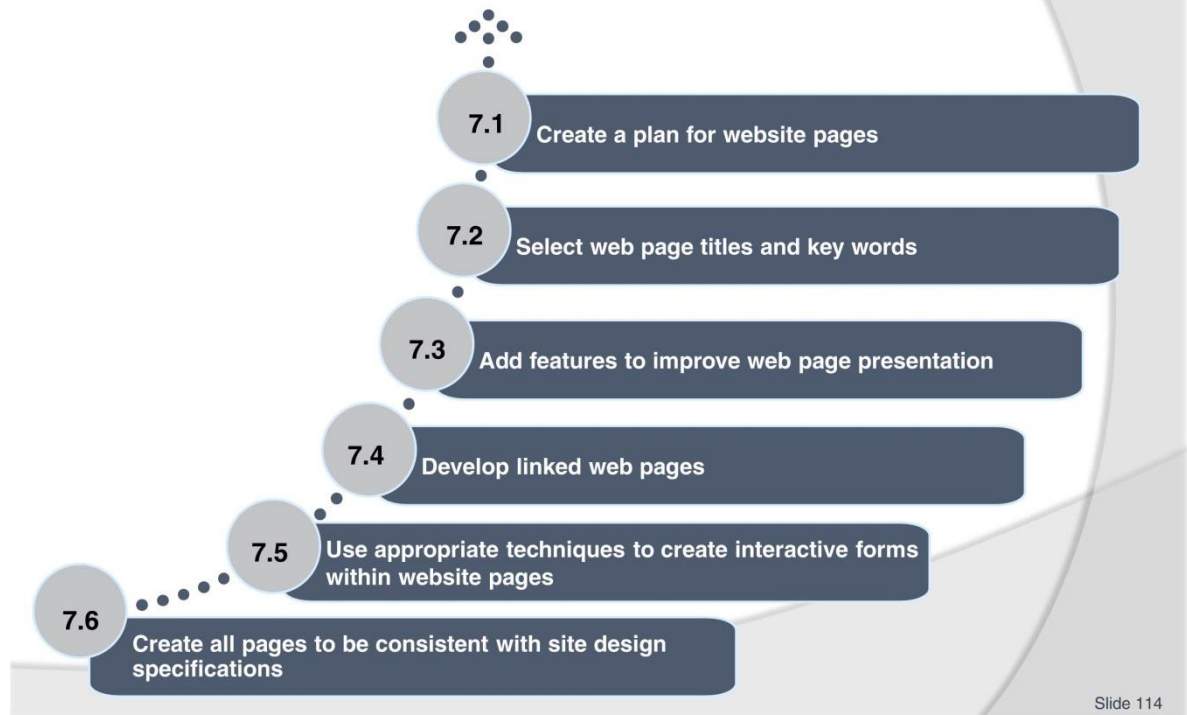
Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 2-5 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Slide

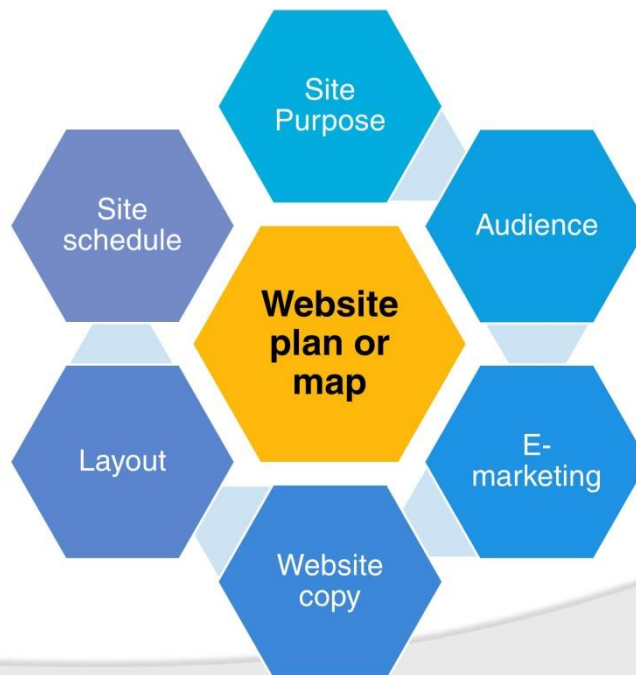
Element 7: Create website pages



Slide No	Trainer Notes
114.	<p>Trainer to relate performance criteria to element 7</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element.</p> <p>To be able to Creating website pages the students must be able to; Creating website pages.</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • Create a plan for website pages • Select web page titles and key words • Add features to improve web page presentation • Develop linked web pages • Use appropriate techniques to create interactive forms within website pages • Create all pages to be consistent with site design specifications.

Slide

7.1 Create a plan for website pages



Slide 115

Slide No	Trainer Notes
115.	<p>A website plan or map</p> <p>A website plan outlines the reason why and goals of your organisational website.</p> <p>Below is a list of points which a website plan includes:</p> <ul style="list-style-type: none"> • Site Purpose- confirms the reason for developing your organisational website and list the website's goals- ranked by importance • Audience- define the type of your website market audience • E-marketing- illustrates how you will attract your audience to your organisational website. for example: advertising, special promotions and so on • Website copy- illustrate the type of text, font and images included in your organisation website • Layout- illustrate how you will layout each web page on your website and show navigation on each page • Site schedule- establish deadlines for creating web page drafts for your website. This will also include site and launching of the final website.

Slide

7.1 Create a plan for website pages

Designing advertisements:

Use positive headlines

Don't clutter your design

Use photographs instead of line drawing

Look at design as it will appear in printing

Slide 116

Slide No	Trainer Notes
116.	<p>Guidelines for designing advertisements</p> <p>There are few guidelines or rules that you have to bear in mind always when designing websites such as:</p> <ul style="list-style-type: none"> • Use positive headlines • Don't clutter your design • Use photographs instead of line drawing • Look at design as it will appear in printing. <p>These guidelines will assist you in meeting your website objectives and ensuring that your desired outcome will be achieved when the target audience sees or hears it.</p> <p>Terminology</p> <p>There are many media terms that you have to be aware of for various advertising activities.</p> <p>You can find out more in http://blueonionmedia.com/glossary.php.</p>

Slide

7.1 Create a plan for website pages



Activity

Develop a website plan or map for your website.

Slide 117

Slide No	Trainer Notes
117.	<p>Activity:</p> <p>Develop a website plan or map</p> <p>Instructions when developing a website plan or map for your website:</p> <ul style="list-style-type: none"> • On a piece of paper illustrate the following: (pretend the piece of paper is your tourism website) • 'homepage' • 'about' • 'product' • 'FAQ' • 'search' • 'contact' • What other information would you include on your tourism website? • Draw lines between them and the home page to indicate which pages link to each other • Under each section add boxes for additional pages. In the additional pages, write dot points of what information will be included

- Continue developing boxes to represent web pages in your tourism website
- Use information which you have gathered from element 1-7 to research and develop the above activity.

Additional Notes:

- This tourism website is not be the same as your work project but can be the same as the previous activity from elements 1-6.
- The Tourism website is to be make believe
- Prepare a presentation of your results . The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 2-5 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper, graphics program, mind mapping software such as Free mind, Flowchart software such as Flow chart.com, site map software such as WriteMaps.com and so on.

Slide

7.2 Select web page titles and key words

Webpage titles

```
<!DOCTYPE html>
<html xmlns="http://www.w3.org/1999/xhtml" dir="ltr"
lang="en-US">
<head>
<title>10 SEO Tips to Remember When Building Your
Site</title>
</head>
```

(Siotos 2010)

Slide 118

Slide No	Trainer Notes
118.	<p>Web page Titles</p> <p>A web page title is the value assigned to the <title> tag that's usually found on the top an HTML/XHTML document inside the<head> tag. (Siotos 2010)</p> <p>Most web browsers will display the web page title at the top of the browser window or the Brower tab. (Siotos 2010)</p>

Slide

7.2 Select web page titles and key words



Activity

Develop a code for your website page title or webpage.

Slide 119

Slide No	Trainer Notes
119.	<p>Activity:</p> <p>Develop a code for your website page title or webpage.</p> <p>Use information which you have gathered from element 1-PC.7.2 to research and discuss the your website title code.</p> <p>Additional Notes:</p> <ul style="list-style-type: none"> • Discuss and research different coding techniques for internet browser • Create a list of advantages and disadvantage of using 3 different internet browsers • Create a title code for your tourism website • The tourism website is not be the same as your work project but can be the same as the previous activity from elements 1-6 • The Tourism website is to be make believe • Prepare a presentation of your results . The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-5 minutes.

Slide

7.2 Select web page titles and key words

Desired website image:

- Reflecting identified business image and purpose
- Specifying content within the tile
- Facilitating ease of use of the site
- Selecting key words to assist access by search engines, including crawler-based and human- powered



Slide 120

Slide No	Trainer Notes
120.	<p>Desired website image</p> <p>All establishments will have a desired image they wish to create/hold in the minds of their target markets.</p> <p>This image can vary between the different target markets: for example, an establishment may seek one image in the mind of males between the age of 18 – 25, and a totally different image in the minds of females aged 65+.</p> <p>This indicates that within the establishment, there can be a number of different images that management seeks to produce and maintain in the website, so there can be a very distinct need to ensure that all promotional activities under consideration must ensure that they are 'appropriate' for the image of the target market at whom the website is aimed.</p> <p>A bad, poor, adverse or negative image in the minds of potential customers/guests usually results in no sales being made to those people, a reduced amount of sales and/or little in the way of referral business from those people who would normally be our biggest allies and advocates thus, it is vital that the website page titles and key words should reflect the following:</p> <ul style="list-style-type: none"> ● Reflecting identified business image and purpose ● Specifying content within the tile ● Facilitating ease of use of the site ● Selecting key words to assist access by search engines, including crawler-based and human- powered.

Slide

7.3 Add features to improve web page presentation

Features to improve Webpages:

- Length or size
- Checking content
- Clarity
- Timing and placement
- Verifying frequency



Slide 121

Slide No	Trainer Notes
121.	<p>Features to improve web page presentation</p> <p>Once the website is almost ready to be live you will have responsibility for monitoring it. Naturally, you will have to proof-read/approve advertisements before they are run but it is always sensible to check the actual final product, as it appears 'live' to verify that the products has been produced in accordance with expectations, organisation guidelines and legislation standards.</p> <p>Things to monitor in relation to the actual website will depend on the medium but include:</p> <ul style="list-style-type: none"> • Verifying length or size of any advertisements, product information, promotions etc. • Checking content – verifying that details (especially contact details – phone numbers, web links, addresses, product names or promotions) are correct • Ensuring clarity – is the website font legible, easy to read? • Verifying timing and placement – is the media positioning and placing the adverts on the website appealing? • Verifying frequency – you need to check that your promotions have actually run at the times/dates you wanted/were promised: it is impossible to check the frequency of the online promotions.

Slide

7.3 Add features to improve web page presentation



Activity

Develop a List of features with examples for your tourism website.

Slide 122

Slide No	Trainer Notes
122.	<p>Activity:</p> <ul style="list-style-type: none"> • Develop a List of features with examples for your tourism website • Develop an list of features for you tourism website • For each feature, illustrate an example of how you would like the feature to look on your tourism website • The website feature an example of the feature for your tourism website is not be the same as your work project • Research other websites for feature examples • Prepare a presentation of your tourism website features. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-5 minutes. <p>Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper, graphics program, mind mapping software such as Free mind, Flowchart software such as Flow chart.com, site map software such as WriteMaps.com, website page which students have developed and so on.</p>

Slide

7.4 Develop linked web pages

Linked web pages:

- Alignment with website plan
- Naming links in a clear and unambiguous manner
- Links between individual web pages and the home page
- Links to other websites e.g. travel blogs

Slide 123

Slide No

Trainer Notes

123.

Linked web pages:

Linking your organisations webpage is a common activity and most organisations successfully create linked web pages. This will improve your web page and it will most likely create the page to increase its popularity.

When developing or creating linked web pages it is important to research other web pages to observe what they are doing well; what is eye catching and what you think they can improve on. The linked web pages should successfully.

complete the following:

- Alignment with website plan
- Naming links in a clear and unambiguous manner
- Links between individual web pages and the home page
- Links to other websites e.g. travel blogs.

Slide

7.4 Develop linked web pages

Creating a link page

HTMLGoodies home page:

```
<A HREF="http://www.htmlgoodies.com">Click Here for
HTMLGoodies</A>
```

(Burns 2015)

E-Mail code:

```
<A HREF="mailto:jburns@htmlgoodies.com">Click Here
To Write Me</A> (Burns 2015)
```

Slide 124

Slide No	Trainer Notes
124.	<p>Creating a link page</p> <p>Creating a link a set of tag formats that are part of the Hyper Text Markup Language (HTML), once you have learnt the format you can develop other web pages or links.</p> <p>Below is an example of a code which is used to create a link to the HTMLGoodies home page.</p> <pre>Click Here for HTMLGoodies</pre> <p>(Burns 2015)</p> <p>When developing or creating a link page, the following points are followed:</p> <p>A stands for Anchor. It starts the link to another page.</p> <p>HREF stands for Hypertext REference. This is where the link is going to go.</p> <p>http://www.htmlgoodies.com is the FULL ADDRESS (URL) of the link. The address has an equal sign in front of it and is enclosed in quotes. This is because it's an attribute of the Anchor tag, which is a command inside of a command.</p> <p>Where it reads "Click Here for HTMLGoodies" is where you write the text that you want to appear on the page. The text in that space will appear on the page for the viewer to click.</p> <p>/A ends the entire link command.</p> <p>(Burns 2015)</p>

E-Mail Links from your Web Page

E-mail links from your Web Page is also referred to as 'Mailto' command. Mailto command follows the same coding technique as the hyperlink on the previous page. This format places blue wording on the screen that allows users to click to and send you an email from your website. (Burns 2015)

Below is an example of an E-Mail code:

```
<A HREF="mailto:jburns@htmlgoodies.com">Click Here To Write Me</A> (Burns 2015)
```

It is the same link used on the previous page. However, in the above case you write 'Mailto' instead of 'http:/'

Slide

7.4 Develop linked web pages



Activity

Develop a link using the appropriate code for a web page and an E-Mail link.

Slide 125

Slide No	Trainer Notes
125.	<p>Activity:</p> <p>Develop a link using the appropriate code for a web page and an E-Mail link.</p> <p>Use information which you have gathered from element 1-PC.7.4 research and discuss the your website codes for the Website page and E-Mail.</p> <p>Additional Notes:</p> <ul style="list-style-type: none"> • Discuss and research different coding techniques for links • Create a code for your tourism website page and E-mail link page • The tourism website is not be the same as your work project but can be the same as the previous activity from elements 1- PC7.4 • The Tourism website is to be make believe • Prepare a presentation of your results. The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 2-5 minutes.

Slide

7.6 Create all pages to be consistent with site design specifications

Website standards and specifications:

- Specification of your organisational website
- Website requirement
- Search engines
- Web pages
- Style and layout



Slide 126

Slide No	Trainer Notes
126.	<p>Website standards and specifications</p> <p>Everyone using your website will have different standards and expectations. It is important in your development phase you and your team understand that and to incorporate the demands in your draft and evaluation phase.</p> <p>Below is a guideline for your website specification:</p> <ul style="list-style-type: none"> • A good website is one that has been well thought out from the start • It can be easier to work with a website designer to develop a specification. The end result is improved and mid project changes are • Specification of your organisational website: <ul style="list-style-type: none"> ▪ Develop a domain name • Website requirement: <ul style="list-style-type: none"> ▪ Develop and perform features, links, functions and on your website. To complete features, links, functions and so on you will be required to code • Search engines: <ul style="list-style-type: none"> ▪ Your website should be accessible to search engines such as Google, yahoo search and so on and be coded with a good search engine optimisation

- | | |
|--|--|
| | <ul style="list-style-type: none">• Web pages:<ul style="list-style-type: none">▪ Below is a list of optional list of web pages:<ul style="list-style-type: none">– Home page– Products list– Products Details Pages– On line Shop– About us– Contact Us– Site Map• Style and layout:<ul style="list-style-type: none">▪ Overall style should be appropriate and match your organisations colour theme, logo and so on▪ Navigation bar should include all pages of your website. |
|--|--|

Slide

7.6 Create all pages to be consistent with site design specifications



Activity

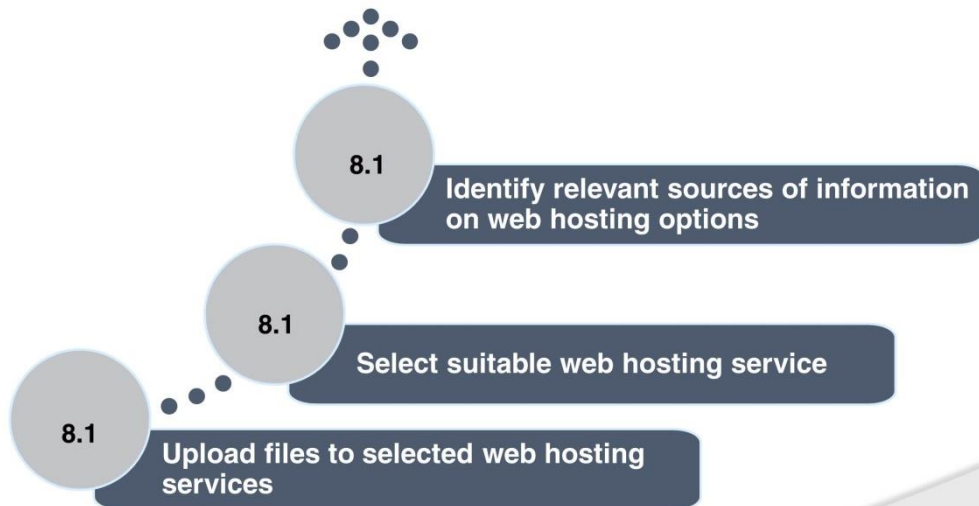
Develop specifications for your organisational website.

Slide 127

Slide No	Trainer Notes
127.	<p>Activity:</p> <p>Develop specifications for your organisational website.</p> <p>Use information which you have gathered from element 1-PC.7.6 research and discuss the your website specifications.</p> <p>Additional Notes:</p> <ul style="list-style-type: none"> • Discuss and research a domain name for your tourism website • Discuss and research different coding techniques for links • Follow the guidelines for website specifications illustration on page 111 and 112 • The tourism website is not be the same as your work project but can be the same as the previous activity from elements 1- PC7.6 • The Tourism website is to be make believe • Prepare a presentation of your results . The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 10-20 minutes.

Slide

Element 8: Select website hosting service



Slide 128

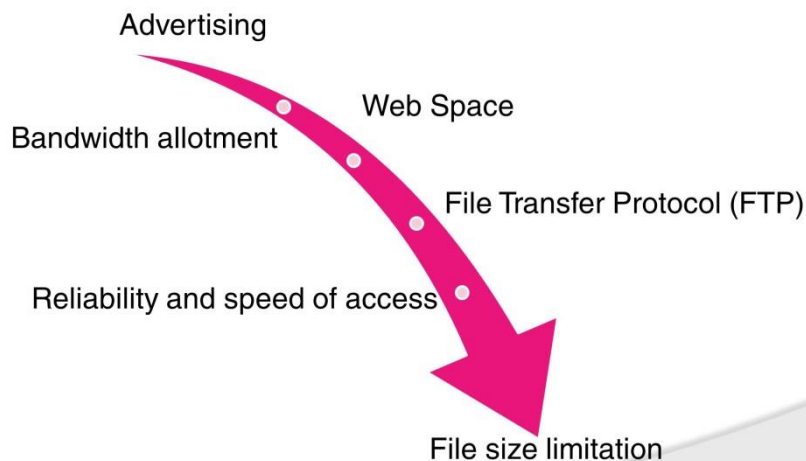
Slide No	Trainer Notes
128.	<p>Trainer to relate performance criteria to element 8</p> <p>Performance criteria is the process by which the students training match the learning element.</p> <p>The element is the skill</p> <p>To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.</p> <p>The trainer should relate how the performance criteria is related to the element</p> <p>To be able to Selecting website host service the students must be able to; Selecting a website hosting services</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • Trainer to relate performance criteria to element 8 • Performance criteria is the process by which the students training match the learning element • The element is the skill • To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency. • The trainer should relate how the performance criteria is related to the element.

	<p>To be able to Select webhost service the students must be able to:</p> <ul style="list-style-type: none">• Identify relevant sources of information on web hosting options• Select suitable web hosting service• Upload files to select web hosting services.
--	--

Slide

8.1 Identify relevant sources of information on web hosting options

Free Webhosting options:



Slide 129

Slide No	Trainer Notes
129.	<p>Free web hosting options</p> <p>When selecting a free web host, use the following points as a guideline for your internet service.</p> <p>Advertising – In most cases, free web hosts will have advertising of another organisation on your website- usually this the type of advertising cannot be controlled.</p> <p>Web Space – It is important to know how much web space you will need. How many web pages will you require and how much Megabits (MB). On most free hosting websites, 5MB is available.</p> <p>File Transfer Protocol (FTP) – used by website developers to transfer files onto web pages.</p> <p>File size limitation – restrictions on the file size you can upload on your website.</p> <p>Reliability and speed of access – this is what causes your website to be slow when visitors open the page.</p> <p>Bandwidth allotment – this controls the amount of visitors on your website per day and per month.</p> <p>(Heng 2014)</p>

Slide

8.1 Identify relevant sources of information on web hosting options

Commercial webhosting:



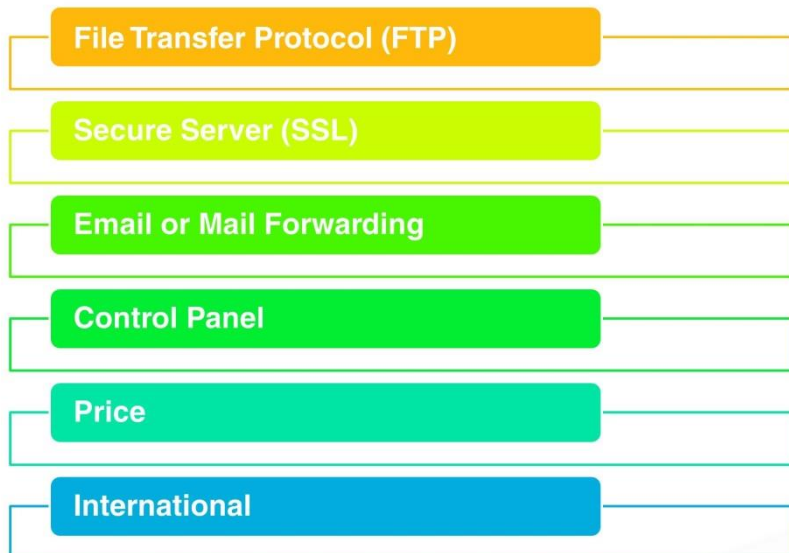
(Continued)

Slide 130

Slide No	Trainer Notes
130.	<p>Commercial web hosting options</p> <p>Reliability and speed of access- The quality of speed will be reliable and fast.</p> <p>Bandwidth allotment- This is depended on how many visitors visit to the website. It is important compare and determine how many visitors you think your website will have first and then discuss this with your host customer repetitive to choose the best host option for your website.</p> <p>Disk space- This is depended on how many files will be uploaded to you the website. It is important compare and determine how many files will be required to be uploaded first and then discuss this with your host customer repetitive to choose the best host option for your website.</p> <p>Technical support- Ensure that the host has 24 hours a day, 7 days a week, all year support.</p>

Slide

8.1 Identify relevant sources of information on web hosting options



Slide 131

Slide No	Trainer Notes
131.	<p>File Transfer Protocol (FTP) – PHP, Perl, SSI, .htaccess, SSH, MySQL, Cron- Most paid host options will have these, discuss this with your host customer representative to choose the best host option for your website.</p> <p>Secure Server (SSL) – this is vital if the website is obtaining any person information from clients, staff and so on.</p> <p>Email or Mail Forwarding – This allows the host to set up domain email address for the organisation.</p> <p>Control Panel – allows the website developer to control different areas of the website.</p> <p>Price- there are a variety of plans with prices which can suit an organisations budget.</p> <p>International – There are hosting options which allow the website to use international hosting options. Discuss this with your host customer representative to choose the best host option for your website.</p>

Slide

8.1 Identify relevant sources of information on web hosting options

Web hosting options:

- Internet Service Providers (ISP)
- Industry associations
- Existing users
- Information Technology (IT) Media review and articles
- Internet searches

Slide 132

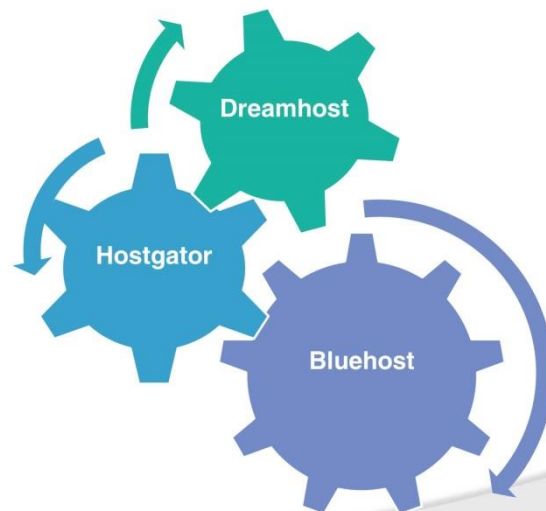
Slide No	Trainer Notes
----------	---------------

132.	Trainer to lead discussion on web hosting options, giving examples of each.
------	---

Slide

8.1 Identify relevant sources of information on web hosting options

Examples- webhosting companies:



Slide 133

Slide No	Trainer Notes
133.	<p>Examples of Web Hosting Companies:</p> <ul style="list-style-type: none"> • Dreamhost: <ul style="list-style-type: none"> ▪ One of the web's most popular hosts ▪ Provides monthly plans ▪ Provides added features for example Gallery Software, unlimited email accounts, supports Google applications, unlimited databases and so on ▪ Provides customer service support • Hostgator: <ul style="list-style-type: none"> ▪ Provides unlimited disk spaces, making it easier for installing site templates ▪ Provides monthly plans ▪ Provides customer service support • Bluehost: <ul style="list-style-type: none"> ▪ Provides unlimited disk spaces, making it easier for installing site templates ▪ Provides monthly plans ▪ Provides customer service support.

Slide

8.1 Identify relevant sources of information on web hosting options



Activity

Research and discuss the a web hosting options for your tourism website.

Slide 134

Slide No	Trainer Notes
134.	<p>Activity:</p> <p>Use information which you have gathered from element 1-PC.8.1 research and discuss the a web hosting options for your tourism website.</p> <p>Additional Notes:</p> <ul style="list-style-type: none"> • Discuss and research a different web hosting options for your tourism website • Choose one web hosting option • Present a 'Why' you have chosen this particular web hosting option • Prepare a presentation of your results . The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 10-20 minutes.

Slide

8.2 Select suitable web hosting service

Web hosting services:

- Geographic location
- Technical support
- Backup options
- Website loading rate
- Website developer or Website development team
- Cost



Slide 135

Slide No	Trainer Notes
135.	<p>Web hosting services</p> <p>When choosing your website service it is important that you know what you need and you have discussed all options with management to ensure that the right hosting service is chosen to meet your website demands.</p> <p>In addition to the information discussed in PC 8.1, the following points are to be used as a checklist when selecting a suitable web hosting service:</p> <ul style="list-style-type: none"> • Geographic location – Most web hosts are located in the USA. If the website host for your website is based in the USA, it might take longer for your website to load if it is in Asia or Australia. In general, it is better to select a web host service which is in the same country as your website • Technical support – Some web host support services will only offer email support or 9am to 5pm on the phone support. If your website is live between 9am and 5am this is fine. However, websites and servers are working 24 hours a day and 7 days a week. It is important that you choose a hosting service which works the same hours so if any problems occur, it can be fixed as soon as possible • Backup options – Backup options from web hosting services are available. This will depend on the pricing options. To get the best feedback on what backup options are available for your server ask the following questions: <ul style="list-style-type: none"> ▪ If the server crashes and can't be recovered, is there a backup of my website account that can be recovered?

	<ul style="list-style-type: none">▪ Is there a back up of my account other than where the data centre is?▪ If there has been a security server breach and my account is deleted, is there a back up?• Website loading rate – There is no guarantee of how many websites a webhost can manage on a server before the website starts to slow down. This is depended on how much you are willing to pay to obtain a fast server with your host• Website developer or Website development team – the website developer or website development team will have certain technical requirements for the website. Technical requirements may include number of folders or images and so on which need to be uploaded on to the website. Discuss the requirements with the website developer(s) before choosing a web host• Cost – Web hosting prices can vary. Some hosting services have no cost. However, they may not be suitable for a commercial business (discussed in PC 8.1). Web hosting can be shared where you share the web host server with other clients or the web host can be individual. There is a variation of cost involved on the type of host service and shared service verses individual service.
--	--

Slide

8.2 Select suitable web hosting service



Activity

Research and discuss the web hosting options for your tourism website and answer the questions on page 148 of your TM.

Slide 136

Slide No	Trainer Notes
136.	<p>Research activity:</p> <p>Use information which you have gathered from element 1-PC.8.2 to research and discuss the web hosting options for your tourism website and answer the following questions:</p> <ul style="list-style-type: none"> • What are the designs of the website? • Will your website require Windows/MAC/Linux applications? • Are there any software versions that are required such as Adobe? • What are your expected visits to the website? • Are there any options to upgrade your hosting services? • What is the cost involved and sizes of service available • What are the renewal prices for the hosting services are there any discounts for the number of years your organisation has been a member or connected with the provider? • Is there a backup system set up with your server? Is it reliable? • If there is a problem with the hosting service, how long will it take to fix? • Is the hosting service available 24/7?

Additional points to consider:

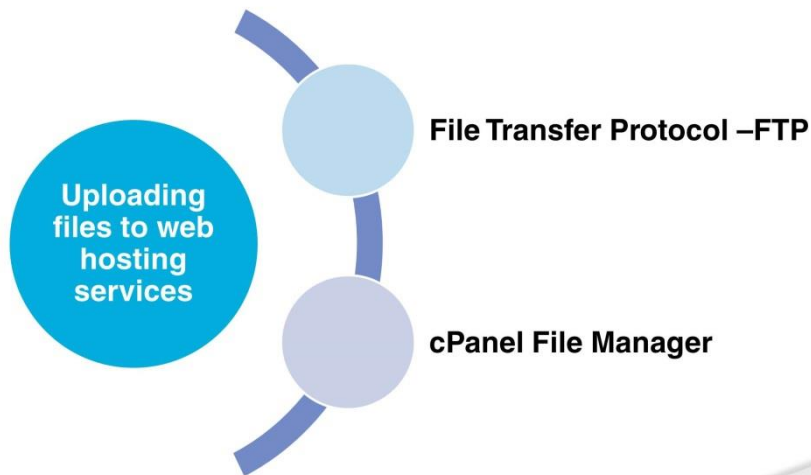
- Evaluation options available
- Considering technical requirements
- Factoring in identified business requirements
- Assessing value-for-money
- Determining capacity to vary initial agreement.
- Additional Notes:
 - Discuss and research a different web hosting options for your tourism website
 - Choose one web hosting option
 - Prepare a presentation of your results . The presentation is to be conducted in class.

Additional Notes:

- Group size: 3-4 members in one group
- Presentations time frame: 10-15 minutes.

Slide

8.3 Upload files to selected web hosting services



Slide 137

Slide No	Trainer Notes
137.	<p>File Transfer Protocol -FTP</p> <p>Using FTP can be connected using a program such as FileZilla Client. The connection to the server using FTP enables you to see the files or the folders on your server which were originally on your computer. Using FTP, allows you to drag and drop your websites file into the public folder of your website.</p> <p>Steps when connecting to the web host using FileZilla</p> <ul style="list-style-type: none"> • Install and open FileZilla • Go to the File menu and select Site Manager • Click New Site • Insert the New Site a name • Fill out the Host field (set the port to 21, set Logon Type to normal, then enter your FTP login credentials) • Click Connect. <p>Steps using FTP to drag and drop files with FileZilla</p> <ul style="list-style-type: none"> • On the left hand side of FileZilla, select the file(s) or folder(s) you want to upload • Drag the file(s) or folder(s) to the directory location on the right hand side

- FileZilla will then upload the files accordingly; this will depend on their size and the speed of your internet connection it could take some time
- When it is complete your uploads will be visible on the right hand side.

cPanel File Manager

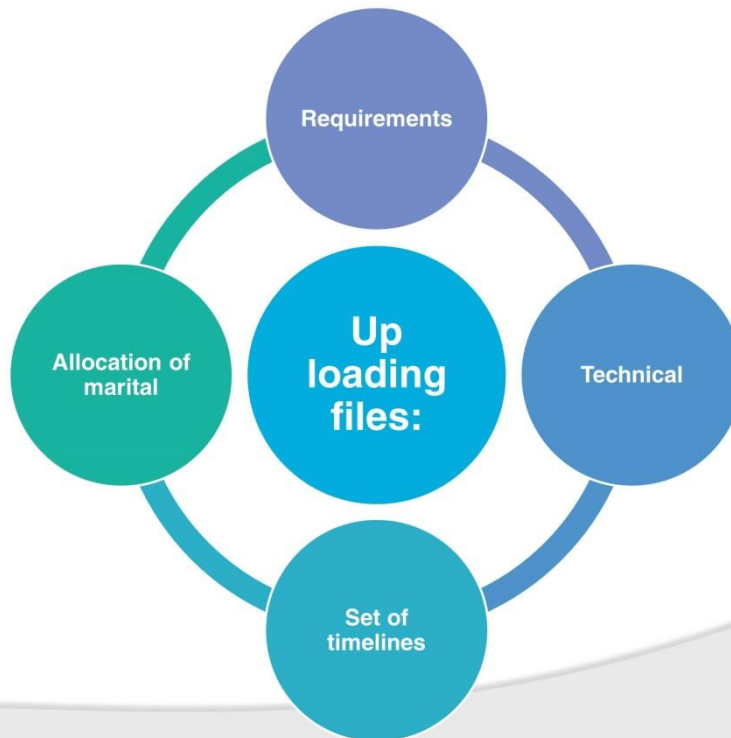
- Another option for uploading files for website is via cPanel. cPanel has an inbuilt file management system
- Steps when using cPanel File Manager
- Login to cPanel service
- Click on the File Manager icon on your cPanel home screen
- Select the “Web Root” option and click Go to upload file(s) or folder(s)
- When transferring or uploading files to FTP or cPanel’s File Manager ensure the following:
 - Information is accounted for
 - All e-marketing and e-business information has been approved and signed off for the live website
 - Meeting the requirements of individual business hosting agreements
 - Technical requirements have been met
 - Developing a set of timelines for uploading materials
 - Ensuring allocation of material to identified sections and sub-sections.

Uploading files may include:

- Meeting the requirements of individual business hosting agreements
- Ensuring technical requirements are met
- Developing a set of timelines for uploading material
- Ensuring allocation of material to identified section and sub sections.

Slide

8.3 Upload files to selected web hosting services



Slide 138

Slide No	Trainer Notes
----------	---------------

138.

Uploading files may include:

- Meeting the requirements of individual business hosting agreements
- Ensuring technical requirements are met
- Developing a set of timelines for uploading material
- Ensuring allocation of marital to identified section and sub sections.

Slide

8.3 Upload files to selected web hosting services



Activity

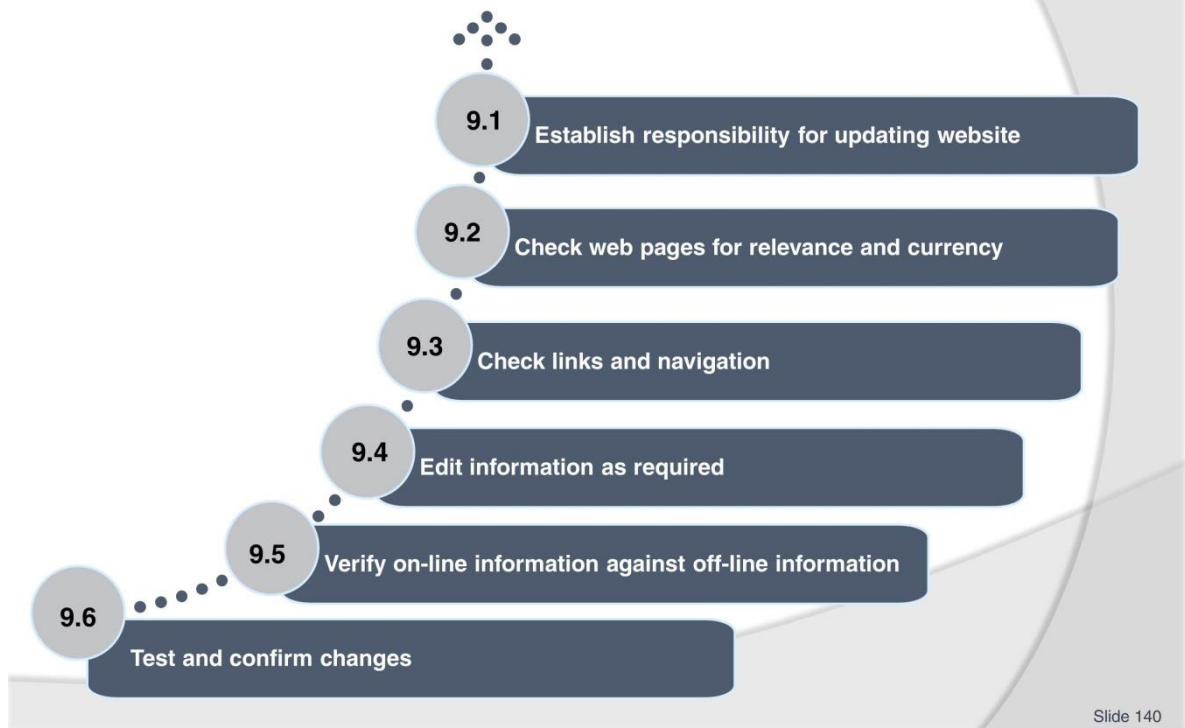
Research, discuss and practically apply:
How to upload a file or folder to your
tourism website.

Slide 139

Slide No	Trainer Notes
139.	<p>Activity:</p> <p>Use information which you have gathered from element 1-PC.8.3 research, discuss and practically apply:</p> <ul style="list-style-type: none"> • How to upload a file or folder to your tourism website. <p>Additional Notes:</p> <p>Discuss and research a different options of uploading files or folders to your tourism website:</p> <ul style="list-style-type: none"> • Choose one web hosting service and upload a file or folder • Prepare a presentation of your results . The presentation is to be conducted in class. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Group size: 3-4 members in one group • Presentations time frame: 3-10 minutes.

Slide

Element 9: Update website



Slide No	Trainer Notes
----------	---------------

140.

Trainer to relate performance criteria to element 9

Performance criteria is the process by which the students training match the learning element.

The element is the skill

To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.

The trainer should relate how the performance criteria is related to the element.

The students must be able to; Update a website.

The student should be able to:

- Trainer to relate performance criteria to element 9
- Performance criteria is the process by which the students training match the learning element
- To assess competency in the skill; the performance criteria is used to outline activities that can be used to assess competency.
- The trainer should relate how the performance criteria is related to the element.

	<p>To be able to Update website the students must be able to:</p> <ul style="list-style-type: none">• Establish responsibility for updating website• Check web pages for relevance and currency• Check links and navigation• Edit information as required• Verify on-line information against off-line information• Test and confirm changes.
--	--

Slide

9.1 Establish responsibility for updating website

Responsibilities:

- Tasks
- Responsibilities
- Accountability
- Consulting
- Informating



Slide 141

Slide No	Trainer Notes
141.	<p>Establishing responsibility</p> <p>Responsibilities for your organisational website need to be defined and role and responsibilities for each member of the website team need to be accounted for.</p> <p>Developing a responsibility matrix chart for individual roles and responsibly can outline the list of tasks each person completes and sign off once the task has been completed.</p> <p>Tasks</p> <p>Tasks can include: Online branding, Analytics monitoring, Ongoing user testing, Site accessibility, Social Media Management, Content removal, Copyright, New Feature Development, Technical implementation, Design work and so on.</p> <p>Some tasks may require one or more person to successfully complete the task. For example, the website sign off. One person may be responsible to sign off the website and another who is consulted and will provide overall feedback before the sign off.</p> <p>Responsibility</p> <p>Those who are responsible for the task are those who do the work on the particular task. Note that more than one person could be involved in completing one task.</p> <p>For example, for the website sign off, the website designer could be responsible for this task.</p>

	<p>Accountability</p> <p>All tasks will have one person who is accountable for the particular task being completed. In the case where two or more individuals are working on a task, select one person to be accountable, this person is usually the most experienced. Over all, the final sign off for the website would be the Project Manager, who would be accountable.</p> <p>Consulted</p> <p>Consulting people in the team who's feedback and opinion is required can also be documented and signed off. They are individuals in the website team which have experience in the particular task.</p> <p>Informed</p> <p>These are people or head of departments in the organisation who need to be kept up to date with the task.</p> <p>For example, updating the marking team on e-marking strategies to obtain feedback on what information should or should not be uploaded to the website.</p>
--	--

Slide

9.1 Establish responsibility for updating website

Establishing responsibility for updating a website:

- Determining frequency
- Scheduling updates
- Nominating personnel



Slide 142

Slide No	Trainer Notes
142.	<p>In most cases, the project manager for the website will delegate tasks for the website development team so the website is kept up to date. Below is a list which may determine the responsibility for updating the organisation's website:</p> <ul style="list-style-type: none"> • Determining the frequency of updates for the website • Scheduling updates • Nominating personnel with authority to undertake the updates • Maintaining and updating the overall website content, media, e-marketing, e-business and so on • Tracking website information and making adjustments and suggesting improvements • Understanding and explaining appropriate web analytic techniques and tools • Developing graphics/media which follow copyright and legislation standards • Developing and editing information according to e-marketing and e-business guidelines • Implementing Adobe Photoshop and Illustrator software to the website • Understanding, monitoring and increasing website traffic • Editing content for accuracy and recognising discrepancies • Working with the development team to maintain design and codes.

Slide

9.1 Establish responsibility for updating website



Activity

Develop a Responsibility Matrix Chart for your tourism website. (example on page 156 of the TM)

Slide 143

Slide No	Trainer Notes
143.	<p>Activity:</p> <p>Develop a Responsibility Matrix Chart for your tourism website.</p> <p>Additional Notes:</p> <ul style="list-style-type: none"> • The tourism website is not be the same website as your work project • The tourism website is to be make believe • Research other tourism websites for style and structure ideas • Prepare a presentation of the site diagram and wireframe. The presentation is to be conducted in class • Group size: 3-4 members in one group • Presentations time frame: 3-10 minutes. <p>Optional Presentation resources: PowerPoint, Excel, Word or another software application.</p>

Slide

9.2 Check web pages for relevance and currency

Relevance and Currency:

- Audience
- Authority
- Accuracy
- Currency
- Purpose



Slide 144

Slide No	Trainer Notes
144.	<p>Relevance and Currency</p> <p>The information included on your website should come from reliable resources. Below are a set of questions to check relevance and currency of your website.</p> <p>Audience</p> <p>Who is the websites audience? Are they graduates? The general public? National or International visitors?</p> <p>Does your website target the niche market? For example, if your website is for Education Institute which includes international students, does the website translate to different languages?</p> <p>Authority</p> <ul style="list-style-type: none"> • Is the developer of the website identified on the website? • Is there a copyright or legislation information or statement on the website? • Are there any publications on the website? • Are there contact details on the website? Such as 'contact us'? • Is there any organisation barding to identify the website? • Obtaining revised and additional material in electric from for the website • Confirming acceptability of current on-line martial on the website.

	<p>Accuracy</p> <ul style="list-style-type: none"> • Has the information been approved from the organisational departments such as Marketing, Human Resources and so on? • Has the content been checked such as spelling, grammar and so on? • Have sources information, images and so on been cited? <p>Currency</p> <ul style="list-style-type: none"> • Is there a publish date for the material on your website? • Is the information up to date? • How often is the website update? • Are all the links on your website working and up to date? • What is the age limit of your website links? When will they expire? <p>Purpose</p> <ul style="list-style-type: none"> • Does the information on the website match the purpose? • Does each web page match the purpose of the heading? • Does the domain name match the site purpose? <p>Relevance and currency of a website:</p> <ul style="list-style-type: none"> • Confirming acceptability of current on-line material • Obtaining revised and additional material in electronic form • Confirming age limit of links that should be retained or deleted.
--	--

Slide

9.2 Check web pages for relevance and currency



Activity

Select a tourism website
Is the tourism website follow the steps
discussed under 'relevance' and
'currency'?

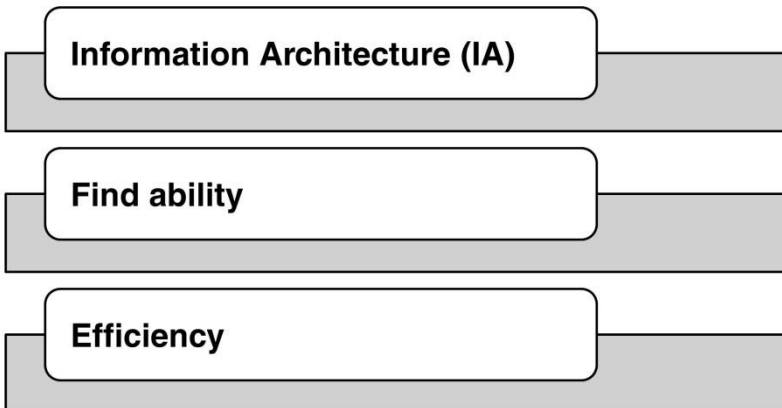
145

Slide No	Trainer Notes
145.	<p>Activity:</p> <ul style="list-style-type: none"> • Select a tourism website of your choice • Answer the questions under 'Audience', 'Authority', 'Accuracy', 'Currency' and 'Purpose' based on the selected tourism website • Document the answers to the questions • Document feedback to the on areas of improvement for the tourism website. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Prepare a presentation of your results. The presentation is to be conducted in class • Group size: 3-4 members in one group • Presentations time frame: 15-20 minutes.

Slide

9.3 Check links and navigation

Checking website navigability:



Slide 146

Slide No	Trainer Notes
146.	<p>Checking Website Navigability</p> <p>For a successful website it is important that visitors can easily move through multiple WebPages as easily as possible. Navigability or Navigating a webpage includes menus, search boxes, links within the webpage, sidebar and so on.</p> <p>When testing navigation on your website consider the following:</p> <ul style="list-style-type: none"> • Information Architecture (IA): are the WebPages organised and categorised well? Can you visitors understand where to find the information without looking for it? For example: In most cases on a website the search bar is on the top right corner • Find ability: Are there relevant site features and can they be easily found by visitor? • Efficiency: How fast and in how many clicks does it take to open a page of interest? • There are a verity of activities which can be completed to evaluate the usability of your website navigation checks. Most of your evaluations and tests should be completed before the website is live • Methods which can be practiced for testing navigability can be card sorting, content inventories, paper and sketch board (element 6) giving you an insight of where and how to locate information on your website.

Slide

9.3 Check links and navigation

Checking website links:

- Link checker
- Broken Link Checker for WordPress
- Xenu's Link Sleuth (Windows only)
- Screaming Frog SEO Spider (Windows and Mac)
- Google Webmaster Tools
- W3C Link Checker

Slide 147

Slide No	Trainer Notes
147.	<p>Checking website links</p> <p>It is important to check your websites links and ensure that all webs pages work. An 'error' page will occur if your hyperlink has expired which can cause frustrated visors to your website.</p> <p>An 'error' page can cause the following to happen:</p> <ul style="list-style-type: none"> • loose some existing or potential clients or visitors • Have problems in answering clients or visitors questions • Harm your online reputation • Reduce your rating with major search engines such as Google, Yahoo and so on. <p>LinkChecker:</p> <ul style="list-style-type: none"> • A link checker validates each page on your website to avoid an 'error' page(s) from occurring. • There are two types of online link checkers available • Free online link checker • Commercial online link checker • The commercial online link checker will requote to be purchased and used for commercial business.

	<p>An online link checker completes the following tasks:</p> <ul style="list-style-type: none">• Checks the entire website for when hyperlinks are no longer working and provides a report• locates broken linkage tags in HTML codes• Other commercial link Checkers:• Broken Link Checker for WordPress• Xenu's Link Sleuth (Windows only)• Screaming Frog SEO Spider (Windows and Mac)• Google Webmaster Tools• W3C Link Checker. <p>There are a variety of Web Checkers available. However, before deciding which Web Check to use consider the following point:</p> <ul style="list-style-type: none">• How complex is your website? The larger the website the longer it will take to scan. What operating system are you using for your website? Mac, PC and so on?• What are you looking for? Are you looking to monitor broken links-'error page' or more your website more user friendly? <p>Frequency of scan? How frequently are you running the scan to identify missing links?</p> <p>Being able to answer the above questions will create an easier decision making process for when you decide to purchase or select the link checker for your website.</p> <p>Check links and navigation may also include:</p> <ul style="list-style-type: none">• Using appropriate link-checking software to test links• Running appropriate link-checking software to check currency of existing links• Capture and file report documentation generated according to technical and organisational requirements.
--	---

Slide

9.3 Check links and navigation



Activity

Select a Link checker of your choice for your tourism website.

Slide 148

Slide No	Trainer Notes
148.	<p>Activity:</p> <ul style="list-style-type: none"> • Select a Link checker of your choice for your tourism website • Why have you chosen the particular link checker? • Document your results. <p>Additional Notes:</p> <ul style="list-style-type: none"> • Prepare a presentation of your results. The presentation is to be conducted in class • Group size: 3-4 members in one group • Presentations time frame: 3-5 minutes.

Slide

9.4 Edit information as required

Content quality:

- Substantive editing
- Copyediting
- Fact checking
- Technical editing



Slide 149

Slide No	Trainer Notes
149.	<p>Editing information</p> <p>When editing your website it is vital to check for the following:</p> <p>Content Quality</p> <ul style="list-style-type: none"> • There are a verity of ways to breakdown editing tasks for a website. Below is a list of areas to check with assessing the quality of the content in a website. • Substantive editing – the clarity, accuracy and so on of information in the website • Copyediting – are the sentences in the website clear and concise? Is the tone in the website consistent? Are the right words being used? Is there any slang or jargon? • Fact checking – is the information accurate? Has the information been approved by the project manager? <p>Questions to ask when selecting information for a website:</p> <ul style="list-style-type: none"> • When selecting information to editing for example to remove or add for your website consider the following questions: <ul style="list-style-type: none"> ▪ Does the website need this information? Why or why not? ▪ Can I break this information down? Is there too much information on this page? Should a part of this information be on another page? ▪ Should I develop a list of points rather than a paragraph of information?

- Will visitor(s) understand the terminology I have used? Is the terminology translatable to other languages?
- Will search engines be able to locate the website and WebPages?

Technical editing

- Checking broken or failed or links to determine site closures and new site address.
- This includes checking your websites:
 - HTML for any broken links or images
 - CCS for any graphics which may be missing
 - Flash for any media files which are missing or broken links inside the media files
 - RSS, for any broken RSS feeds
 - Script errors by ASP, ASPX and PHP. If there are any errors or bugs, they will be required to be found and fixed
 - Server configuration, check when your domain is expected to be expired and follow up any issues with your server.

Slide

9.5 Verify on-line information against off-line information

Online information:

- Steps in making the website offline



Slide 150

Slide No	Trainer Notes
150.	<p>Introduction</p> <p>The draft or hard copy of the proposed website will require checking against the soft copy or online prototype. This provides the opportunity to cross-check e-business and e-marketing strategies are fully incorporated and meet aims and objectives. If there are any changes, updates, or amendments required they can be completed at this point.</p> <p>On-line information and off-line information</p> <p>When the website is offline (not live) it cannot be viewed or accessed publicly on the internet. Only authorised users with a username and password who have access to edit the website will be able to access the website. Authorised users can be website designers, project managers and so on. This enables authorised users to have accessibility to make changes and edit information to the Webpages of the website without being interrupted by other uses of the webpage thus eliminating missing content, half designed content and so on.</p> <p>In most cases, once you have made the website on-line, it will most likely stay that way unless there are changes to be made to the website.</p> <p>Steps in making the website online</p> <p>The below steps will make your website viewable by all users and devices on the Internet.</p> <p>Log onto your admin console or browse directly to your website using your default URL.</p> <p>From your public website, click 'Website Offline' and choose 'Make Website Online'.</p>

	<p>If you get a message about Draft Pages, choose 'Continue' if you want to publish. Or, choose 'Cancel' and publish those individual pages.</p> <p>Choose 'Make online' and then Close.</p>
--	--

Slide

9.5 Verify on-line information against off-line information



Activity

Using a domain name created previously for your tourism website in this unit complete the following task:

- Edit information on your website using the offline steps
- Return back online to check if your edit has been successful

Slide 151

Slide No

Trainer Notes

151.

Activity:

Using a domain name created previously for your tourism website in this unit complete the following task:

- Edit information on your website using the offline steps
- Return back online to check if your edit has been successful.

Additional Notes:

- The tourism website is not be the same website as your work project
- The tourism website is to be make believe
- Take the appropriate steps to go offline to make changes to your website
- Take the appropriate steps to return back online to display the changes to your website
- Prepare a presentation of the steps taken to turn your website offline and then online and edits made to your website
- The presentation is to be conducted in class
- Group size: 3-4 members in one group
- Presentations time frame: 3-10 minutes

Slide

9.6 Test and confirm changes

Testing:

- Documenting testing requirements
- Format protocols
- Server
- Individual WebPages
- Browsers and operating systems



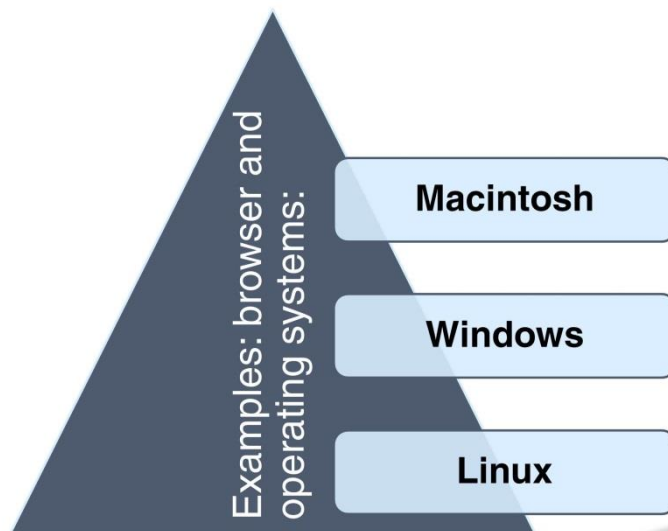
Slide 152

Slide No	Trainer Notes
152.	<p>Testing and confirming website changes</p> <p>Testing</p> <p>Testing your website before it becomes live or online needs to follow formal testing procedures. Testing procedures should be completed after each phase of the development of the website. Testing during each procedure makes any errors easier to locate and fix. In addition to this, fixing an error during the development phase can eliminate the costly expense when WebPages need to be redesigned.</p> <p>Below is a list of guidelines to check against when testing and confirming website changes.</p> <p>Documenting testing requirements – refer back to your primary documentation which you have gathered during your research phase of your website. This information is useful as it is the foundation of what and why certain information needs to be included in the website.</p> <p>Format protocols – the design and layout of the website for each webpage must be functional across all browsers. For example, a website designer may create a CSS driven site that works for a newer browser, however, does not work on an older browser.</p> <p>Server- test to see that the server chosen is working. If there is a problem with the server the website may not be able to go live.</p>

	<p>Individual WebPages – Test individual WebPages on your website to make sure that there are no broken lines. If there are any broken lines, this is your opportunity to fix it.</p> <p>Browsers and operating systems – the following are a list of browsers and operating systems which your website needs to work with. This allows your visitors to use any form of browser and operating system and visit your website.</p>
--	---

Slide

9.6 Test and confirm changes



Slide 153

Slide No	Trainer Notes
153.	<p>Operating systems</p> <ul style="list-style-type: none"> • Macintosh OS X • Macintosh OS 9 • Windows XP SP1 and SP2 • Windows 2000 • Windows 98 • Linux. <p>Browsers for Macintosh OS X</p> <ul style="list-style-type: none"> • Safari 1.2 • Mozilla 1.6 • Firefox 1.0 • Opera 9 • Opera 8 • Opera 7 • Internet Explorer 5.2.

Browsers for Macintosh OS 9

- iCab
- Internet Explorer 5.

Browsers for Windows XP

- Opera 9
- Opera 8
- Opera 7
- Mozilla 1.7
- Firefox 1.0
- Netscape 7.1
- Internet
- Explorer 6.0
- Lynx browser.

Browsers for Windows 2000

- Opera 9
- Opera 8
- Opera 7
- Mozilla 1.7.3
- Firefox 1.0
- Netscape 7.1
- Netscape 7.0
- Netscape 6.2
- Netscape 4.78
- Internet Explorer 6
- Internet Explorer 5.5
- Internet Explorer 5.0
- Lynx browser.

Browsers for Windows 98

- Internet Explorer 4.0
- Lynx browser.

Browsers for Linux

- Konqueror 3.0.5
- Mozilla 1.6
- Opera 8
- Opera 7
- Emacs/W3
- Netscape 7
- Netscape 4.8.

Slide

9.6 Test and confirm changes

Testing outcomes:

- Verity of displays
- Functionality
- Downloads
- Single Socket Layer (SSL)
- Usability test



Slide 154

Slide No	Trainer Notes
154.	<p>Testing outcomes</p> <p>Verity of displays – View the website on a verity of resolutions and colour settings. The verity of displays will change the websites design, format, colour and so on.</p> <p>Below is an example of a classic screen resolution and display in pixels:</p> <ul style="list-style-type: none"> • Functionality – check all links including all navigations to ensure all links are going to the right location of the website • Downloads – check if all downloads on the website can be downloaded • Single Socket Layer (SSL) – check the SSL item is displayed at the bottom of the browser to test security of the website. <p>Once all testing has been completed for the website complete a final run of your website and check all pages, links, graphics, downloads and so on are working.</p> <p>Summarise the results of the website both offline. Once the results have been documented conduct a useability test. A useability test is with people who have a verity of technical expertise and can provide your feedback on the website before it is online or live. The feedback will be used for the final testing of the website.</p>

Slide

9.6 Test and confirm changes



Activity

Develop a checklist to test and confirm changes for your tourism website.

Slide 155

Slide No

Trainer Notes

155.

Activity:

Develop a checklist to test and confirm changes for your tourism website.

Additional Notes:

- The tourism website is not be the same website as your work project
- The tourism website is to be make believe
- Prepare a presentation of your checklist
- The presentation is to be conducted in class
- Group size: 3-4 members in one group
- Presentations time frame: 3-10 minutes.

Optional Presentation resources: PowerPoint Presentation, White board, flipchart paper and so on.

Recommended training equipment

- Advertisements
- Brochures – from different sector organisations
- Checklists used to monitor website performance
- Communication documents used in workplace
- Computer/laptop/ipad/tablet with internet and email access
- Copyright/legislation procedures
- Industry publications
- Job descriptions
- Local Community information including brochures and maps
- Newsletters
- Newspapers
- Note pads and pens
- Operational plans and objectives
- Organisational chart Performance
- Political information and Laws
- Posters
- Reference books
- Sales Promotions
- Standards Standard Operating Procedures (SOP's)
- Training and development programs
- Training Needs Analysis
- Various types Work team responsibilities.

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals
AEC	ASEAN Economic Community
AMS	ASEAN Member States
ASEAN	Association of Southeast Asian Nations
ASEC	ASEAN Secretariat
ATM	ASEAN Tourism Ministers
ATPMC	ASEAN Tourism Professionals Monitoring Committee
ATPRS	ASEAN Tourism Professional Registration System
ATFTMD	ASEAN Task Force on Tourism Manpower Development
CATC	Common ASEAN Tourism Curriculum
MRA	Mutual Recognition Arrangement
MTCO	Mekong Tourism Coordinating office
NTO	National Tourism Organisation
NTPB	National Tourism Professional Board
RQFSRS	Regional Qualifications Framework and Skills Recognition System
TPCB	Tourism Professional Certification Board

