

The Web Content Specialist Qualification

For background on the purpose and positioning of the role, see the *Job Description*.

Suggested ECVET credit points: <20

Prerequisites

Knowledge:

- Knowledge of the specialist subject areas addressed by the content.

Skills:

- Native language skills.
- English language skills.
- Spelling correctly.
- Using grammar and punctuation correctly.
- Basic operation of personal computers (Windows or Macintosh).
- Use of Microsoft Office tools, i.e. Word, Excel.
- Basic report writing.

Unit 1: Understanding web content

Suggested EQF level: 3

Weighting: 5%

Work elements covered by this unit

- None

Learning outcomes

Knowledge:

- The history of the Internet and World Wide Web.
- The basic principles underlying the functioning of the Internet and the World Wide Web.
- The nature of web content.
- The purpose of the web content specialist.
- Parties in website development and management.
- The place of the web content specialist in the website project team.

Skills:

- None

Autonomy and responsibility:

- Not applicable

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- Not applicable

Professional and vocational competence:

- Not applicable

Unit 2: Website design and development

Suggested EQF level: 3

Weighting: 10%

Work elements covered by this unit

- Contribute to audience research as a basis for design of the site.
- Contribute to the top-level and detailed design of the website (or e-newsletter, etc.), with a particular focus on the ways in which the goals for the site and the needs of users can be met -through the provision of appropriate content.
- Contribute to the process of information design, to ensure that content is appropriately structured to meet the goals for the site and the needs of users.
- Contribute to documentation of the design.
- Contribute to the selection or design of appropriate content management software.

Learning outcomes

Knowledge:

- The role of the web content specialist as a contributor to the design process.
- Techniques for audience research.
- Effective practices in audience research.
- Elements in top-level and detailed website design.
- Key principles of information design.
- Key elements in design documentation.
- Principles underlying the design of content management systems.
- Required features of content management systems.

Skills:

- None

Autonomy and responsibility:

- Contributes to the process of design and development, without assuming overall responsibility.

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- Uses communication skills to influence decisions of managers and specialists.

Professional and vocational competence:

- Contributes to problem solving by integrating information from specialists.

Unit 3: Managing web content

Suggested EQF level: 4

Weighting: 15%

Work elements covered by this unit

- Schedule the creation/acquisition of content in accordance with editorial policy.
- Allocate tasks to additional content contributors.
- Manage the creation/acquisition of content in accordance with the schedule.
- Manage costs within agreed budgets.
- Specify the multimedia content needed to support or work alongside textual content.
- Locate and select appropriate, existing multimedia content, including still images, animations, music and video.
- Liaise with multimedia specialists in the creation of any new multimedia content.
- Edit copy received from additional content contributors.
- Clear copyright for the use of any existing content.

Learning outcomes

Knowledge:

- Basic principles of project management.
- Alternative project management tools and methods.
- Cost elements in content creation/acquisition.
- The role of the web content specialist in editorial policy and in co-ordination and planning generally.
- The interaction of various content forms to grab the user's attention and help the user to achieve their goals with the least effort.
- The particular strengths of still graphics, animations, audio and video for websites.
- The implications for production and delivery of using still graphics, animations, audio and video for websites.
- Accessibility implications for use of multimedia content.
- How multimedia content complements textual material.
- Sources for multimedia content.
- The production processes involved in developing multimedia content.
- Techniques for marking up content.
- Basic principles of copyright law.
- Situations in which copyright clearance is required.
- How to clear copyright.

Skills:

- Operation of project management / scheduling tools.
- Selecting multimedia content in accordance with best practice principles.

- Applying content markup principles.

Autonomy and responsibility:

- Responsible for implementation of editorial policy rather than its formation.
- Has some latitude in scheduling content creation/acquisition, in managing the work of additional content contributors and in working within agreed budgets.
- Supervises the work of other content contributors.

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- Uses communication skills to gain commitment of other content contributors and multimedia specialists to the schedules and budgets.
- Uses communication skills to liaise effectively with multimedia specialists.

Professional and vocational competence:

- Formulates responses to abstract and concrete problems.

Unit 4: Creating web content

Suggested EQF level: 5 or 6

Weighting: 40%

Work elements covered by this unit

- Prepare textual content for websites (including feature articles, advertising copy, database content, links, FAQs, etc.).
- Prepare textual content for e-newsletters.
- Design web forms.
- Prepare textual content for distribution as SMS messages.
- Prepare scripts for audio voiceovers, for downloading from the site or distribution as 'podcasts'.

Learning outcomes

Knowledge:

- Ethical and legal issues in content creation, including the basic principles of the laws of libel and slander, copyright law.
- The interaction of various content forms to grab the user's attention and help the user to achieve their goals with the least effort.
- Knowledge of the specialist subject areas addressed by the content.
- Principles of effective writing for websites.
- Principles of effective writing for e-newsletters.
- Principles of effective form design.
- Principles of effective writing for SMS messages.
- Principles of effective writing for voiceover scripts.

Skills:

- Planning and organising textual content.
- Using spell checkers.
- Using grammar checkers.
- Writing textual content for websites in accordance with best practice principles.
- Writing textual content for e-newsletters in accordance with best practice principles.
- Designing web forms in accordance with best practice principles.
- Writing textual content for SMS messages with best practice principles.
- Preparing voiceover scripts in accordance with best practice principles.

Autonomy and responsibility:

- Responsible for completion of content creation tasks under guidance from website/project manager.

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- Uses advanced skills of communication to generate content that achieves the goals of the website and meets the needs of users.

Professional and vocational competence:

- Gathers and interprets data in a field in order to formulate effective content.

Unit 5: Website promotion

Suggested EQF level: 4

Weighting: 10%

Work elements covered by this unit

- Use metadata and other methods to optimise search engine positions.
- Communicate with other site owners in order to maximise incoming links.
- Ensure the site is listed in relevant indexes and directories.

Learning outcomes

Knowledge:

- The importance of website promotion.
- The ways in which websites can be promoted.
- The nature and purpose of metadata.
- How search engines work.
- How incoming links affect search engine positions.
- How indexes and directories work.

Skills:

- None

Autonomy and responsibility:

- Responsible for promotional activities under guidance from website/project manager.

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- None

Professional and vocational competence:

- Contributes to problem solving by integrating information from specialists.

Unit 6: Communicating with website users

Suggested EQF level: 4

Weighting: 10%

Work elements covered by this unit

- Respond to user enquiries, comments and suggestions.
- Moderate forums.
- Moderate chat sessions.
- Edit and/or approve content contributions made by users.

Learning outcomes

Knowledge:

- The importance of user communication.
- Ways in which user communication can be accomplished.
- How forums work.
- Principles of effective forum moderation.
- How chat rooms work.
- Principles of effective chat room moderation.

Skills:

- Applying principles of effective forum moderation.
- Applying principles of effective chat room moderation.

Autonomy and responsibility:

- Responsible for communication with users under guidance from website/project manager.

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- Uses communication skills to relate effectively with users.

Professional and vocational competence:

- Demonstrates the ability to interact within a complex environment.

Unit 7: Web content maintenance and evaluation

Suggested EQF level:

Weighting: 10%

Work elements covered by this unit

- Update and maintain time-sensitive material.
- Maintain menus, indexes and directories within the site.
- Archive and backup content (where this is not automatic).
- Conduct or commission ongoing audience research.
- Compile and analyse website usage statistics.
- Obtain and analyse user feedback.
- Recommend changes in editorial policy and site design.

Learning outcomes

Knowledge:

- The importance of content maintenance.
- How to backup content.
- The importance of evaluation.
- Techniques for audience research.
- Effective practices in audience research.
- Sources for usage statistics.
- How to analyse usage statistics.

Skills:

- Using content backup software.
- Using software (such as Excel) to analyse usage statistics.

Autonomy and responsibility:

- Responsible for content maintenance under guidance from website/project manager.
- Responsible for evaluation under guidance from website/project manager.
- Makes suggestions for improvements to outcomes.

Learning competence:

- Demonstrates self-direction in learning.

Communication and social competence:

- Uses communication skills to sell suggestions for improvements to managers/peers.

Professional and vocational competence:

- Contributes to problem solving by integrating information from specialists.
- Formulates responses to abstract and concrete problems.