

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Consultative Draft Module Descriptor

Web Authoring

Level 2 C20148

September 1999

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed in terms of learning outcomes i.e. what the learner will be able to do on successful completion of the module.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Title	Web Authoring
2	Code	C20148
3	Level	2
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an NCVA credit in <i>Web Authoring</i> at level 2.</p> <p>This module is designed to give the learner the relevant skills to author webpages and to design, construct and maintain a website. The module as described is independent of Internet Providers/browsers.</p> <p>Course providers are responsible for designing learning programmes which are consistent with the learning outcomes and appropriate to the learners interests and needs.</p>
6	Preferred Entry Level	Leaving Certificate or National Vocational Certificate Level 1, or equivalent.
7	Special Requirements	None.
8	General Aims	<p><i>This module aims to enable the learner to:</i></p> <p>8.1 be familiar with Hypertext Marking Language (HTML) tags and the use of HTML editors</p> <p>8.2 design, construct and maintain Web pages and site</p> <p>8.3 acquire the necessary skills and knowledge of design principles for supporting the building, testing and refining of Web pages and sites.</p>

9 Units

Unit 1	HTML
Unit 2	Using HTML Editors
Unit 3	Designing a Web Site

10 Specific Learning Outcomes

Unit 1	HTML
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The learner should be able to:

- 10.1.1 define the term HTML
- 10.1.2 be aware of the use of different HTML versions and backward compatibility
- 10.1.3 describe the role of tags
- 10.1.4 use HTML in the following processes:
 - text formatting* (bold, italic, font size, font color, preformatting,)
 - inserting and manipulating graphics* (img, src, border, alt, width, height, align, clear, vspace, hspace)
 - page layout* (center, bgcolor, background, blockquote)
 - links and anchors – relative and absolute* (a href, a name, target, mailto, link)
 - imagemaps* (map, name, shape, coords, usemap)
 - lists* (ol, ul, li, type, dl, dt, dd)
 - tables and table planning* (table, tr, th, td, width, height for tables and cells)
- 10.1.5 use comment and meta tags appropriately
- 10.1.6 use the correct tags to insert multimedia files e.g. sound files, video, shock wave, (embed, bgsound, controls, autostart, loop)
- 10.1.7 use the correct tags to insert special symbols or characters
- 10.1.8 use RGB colour system in hexadecimal
- 10.1.9 use web-safe colours

10.1.10	demonstrate browser compatibility with respect to browser specific tags.
Unit 2	Using HTML editors
	<i>The learner should be able to:</i>
10.2.1	use an HTML editor to generate HTML tags
10.2.2	outline the advantages and disadvantages, respectively, of coding HTML and using HTML editors
10.2.3	demonstrate browser compatibility of HTML editors.
Unit 3	Designing a Web Site
	<i>The learner should be able to:</i>
10.3.1	identify site objectives and potential target audience
10.3.2	determine likely user access speed, computer platform, browser and user experience, software availability and level of feedback required
10.3.3	produce site structure and corresponding site map
10.3.4	produce a logical, consistent and functional navigation solution for the site
10.3.5	determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site
10.3.6	determine material requirements for site production: e.g. software, hardware, hard copy
10.3.7	produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required
10.3.8	ensure that site content is accurately and clearly presented using an effective and appropriate layout
10.3.9	recognise the file formats suitable for use in Web Publishing with regard to text, graphics, audio and video files
10.3.10	design a suitable and consistent user-friendly interface for the site

	10.3.11	produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions
	10.3.12	test, revise, maintain and upgrade the site
	10.3.13	promote and market the site with reference to search engines, directories and other specialist facilities.
11	Assessment	See the note on Assessment Principles inside the back page.
	Summary	Project 100%
11.1	Technique	Project
	Mode	Centre-based with external moderation by the NCVA.
	Weighting	100%
	Components	The candidate must produce a web site for an identified audience using HTML tags or a HTML editor. The site must fulfil the criteria outlined in the attached marking sheet.
12	Performance Criteria	
12.1	Project	The performance criteria for each component of the Project are detailed in the accompanying Individual Candidate Marking Sheet.
13	Grading	
		Pass 50 - 64%
		Merit 65 - 79%
		Distinction 80 – 100%

Individual Candidate Marking Sheet		Web Authoring C20148 Project Weighting 100%
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Candidate Name: _____ **NCVA Exam. No.:** _____

School/Centre: _____ **Roll No:** _____

Performance Criteria	Maximum Mark	Candidate Mark
Web Site <i>Correct use of HTML in the following processes:</i> Text formatting, graphics, page layout, links and anchors, imagemaps, lists, tables, comment and meta tags, multimedia tags, symbol codes, RGB colour system to produce web-safe colours.	50	
Web Site <i>Site effectiveness in terms of:</i> <ul style="list-style-type: none"> • Presentation of content • Design • Site objectives • Suitability for potential target audience • Access Speed • Site structure and map • Navigation solutions • GUI • Browser compatibility 	50	
TOTAL <i>This mark should be transferred to the Module Results Summary Sheet</i>	100	

Candidate Declaration

The project submitted for this assessment is my own original work

Candidate Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

NCVA Module Results Summary Sheet									
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Module: Web Authoring

Module Code: C20148[illegible]

Signed:

Teacher/Tutor: _____ **Date:** _____

This sheet is for teachers/tutors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official NCVA Module Results Sheet issued to centres before the visit of the external examiner.

Grade*

D: 80 - 100%

M: 65 - 79%

P: 50 - 64%

U: 0 - 49%

W: candidates entered who did not present for assessment

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **performance criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by assessors (teachers/tutors/trainers) in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Each NCVA module describes one approach to assessment. It is possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.