

**The Further Education and Training Awards Council (FETAC)**  
**was set up as a statutory body on 11 June 2001**  
**by the Minister for Education and Science.**  
**Under the Qualifications (Education & Training) Act, 1999,**  
**FETAC now has responsibility for making awards**  
**previously made by NCVA.**



## **Module Descriptor**

# **Web Authoring – CSS**

**Level 5    N22953**

**[www.fetac.ie](http://www.fetac.ie)**

<b>1</b>	<b>Module Title</b>	Web Authoring – CSS
<b>2</b>	<b>Module Code</b>	N22953
<b>3</b>	<b>Level</b>	5
<b>4</b>	<b>Credit Value</b>	1 credit
<b>5</b>	<b>Purpose</b>	<p>This module is a statement of standards to be achieved to gain a FETAC credit in Web Authoring with Cascading Style Sheets at level 5.</p> <p>This module is designed to give the learner the relevant skills to author web pages, and to design, construct and maintain a website. The module as described is independent of platform, browsers, operating systems and editing tools.</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>
<b>6</b>	<b>Preferred Entry Level</b>	FETAC Level 4, Leaving Certificate or equivalent qualifications and/or relevant life work and experience.
<b>7</b>	<b>Special Requirements</b>	None
<b>8</b>	<b>General Aims</b>	<p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> Be familiar with Hypertext Markup Language (HTML) and the use of HTML editors</p> <p><b>8.2</b> Be familiar with cascading Style Sheets (CSS) and the use of CSS editors</p> <p><b>8.3</b> Design, construct and maintain webpages and a website.</p> <p><b>8.4</b> Acquire the necessary skills and knowledge of design principles for supporting the building, testing and refining of webpages and sites.</p>
<b>9</b>	<b>Units</b>	<b>The specific learning outcomes are grouped into 4 units</b>
	<b>Unit 1</b>	<b>HTML</b>
	<b>Unit 2</b>	<b>CSS</b>
	<b>Unit 3</b>	<b>Using HTML and CSS editors</b>
	<b>Unit 4</b>	<b>Designing and constructing a website</b>

## 10 Specific Learning Outcomes

### Unit 1

#### HTML

*Learners should be able to:*

- 10.1.1 define the term HTML
- 10.1.2 be aware of different versions of HTML (HTML 4.01, XHTML 1.0. XHTML 1.1)
- 10.1.3 be aware of different 'flavours' of HTML (strict, transitional and frameset)
- 10.1.4 identify deprecated and non-deprecated tags and attributes
- 10.1.5 illustrate a working knowledge of tags and attributes
- 10.1.6 use HTML tags to markup the following:
  - doctype
  - html - <html>
  - html page areas - <head>, <body>
  - page title - <title>
  - page paragraphs and sections - <p>, <span>, <div>
  - header elements - <h1>, <h2>, <h3>, <h4>, <h5>, <h6>
  - formatting elements - <strong>, <em>
  - data tables - <table>, <tr>, <th>, <td>, <caption>
  - lists - <ol>, <ul>, <li>, <dd>, <dt>, <dl>
  - images - <img>
  - links - <a>, <link>
  - quotes - <q>, <blockquote>
  - abbreviations - <abbr>
  - acronyms - <acronym>
  - meta - <meta>
  - forms - <form>, <input>, <textarea>,
- 10.1.7 use HTML attributes with their associated tags
  - src - <img>
  - alt - <img>
  - height - <img>
  - width - <img>
  - href - <a>
  - title - <a>, <acronym>, <abbr>
  - lang - <html>, <span>
  - id - <span>, <div>
  - class - <span>, <div>
  - summary - <table>
  - type - <input>
  - border - <table>

<b>10.1.8</b>	use html markup to insert special symbols <ul style="list-style-type: none"> <li>- copyright symbol - &amp;copy;</li> <li>- ampersand symbol - &amp;amp;</li> <li>- less than sign - &amp;lt;</li> <li>- greater than sign - &amp;gt;</li> <li>- double quotes - &amp;quot;</li> </ul>
<b>10.1.9</b>	be aware of backward compatibility issues
<b>10.1.10</b>	be aware of different linking structures – relative and absolute and demonstrate the ability to link to an anchor within a page, to link to external pages within the website structure, and to link to existing externally hosted web pages and websites.
<b>10.1.11</b>	Be able to validate their HTML markup using HTML validators
<b>Unit 2</b>	<b>Cascading Style Sheets (CSS)</b> <i>Learners should be able to:</i>
<b>10.2.1</b>	Define the term CSS
<b>10.2.2</b>	Be aware of different versions of CSS (CSS1, CSS2 and CSS3)
<b>10.2.3</b>	Demonstrate an understanding of linked, embedded and inline styles and evaluate the advantages and disadvantages of each
<b>10.2.4</b>	Illustrate a working knowledge of CSS styling using HTML tags, class and id as selectors.
<b>10.2.5</b>	Use the following styles to visually style an associated HTML document. <ul style="list-style-type: none"> <li>- font and text properties: font-family, font-style, font-variant, font-weight, font-size, font, text-decoration, text-decoration, text-align, line-height</li> <li>- colour and background properties: color, background-color, background-image, background, url</li> <li>- positioning: absolute, relative, static, fixed, float</li> <li>- borders: border, border-color, border-width, border-style</li> <li>- lists: list-style-type, list-style-image</li> <li>- units: %, ems, small / medium / large</li> </ul>
<b>10.2.6</b>	Understand and use the RGB hexadecimal colour notation within styles.

**10.2.7** Recognise the concept of inheritance in CSS documents

**10.2.8** Demonstrate an understanding of pseudo-elements

- a:link
- a:hover
- a:active
- a:visited

**10.2.9** Be able to validate their CSS markup using CSS validators

### **Unit 3 Using HTML and CSS editors**

*Learners should be able to:*

**10.3.1** use an HTML editor to generate HTML tags and attributes

**10.3.2** use a CSS editor to generate CSS style sheets

**10.3.3** outline the advantages and disadvantages of hand-coding versus using editors

### **Unit 4 Designing and constructing a website**

*Learners should be able to:*

**10.4.1** identify site objectives and potential target audience

**10.4.2** identify requirements of the website production process

**10.4.3** identify file types and used in websites with regard to graphics, video, audio and multimedia

**10.4.4** create a schedule of events incorporating a design phase, a development phase and an evaluation phase

**10.4.5** create a logical and intuitive navigation system

**10.4.6** identify and use appropriate typographic elements

**10.4.7** optimise graphic elements for download speed

**10.4.8** test website for cross browser, cross platform, resolution and colour depth compatibility

**10.4.9** evaluate site content in terms of speed of user access

**10.4.10** evaluate site content in terms of general usability principles

**10.4.11** create an organised file management system within the website structure.

## 11 Assessment

### Summary

<b>Assignment</b>	<b>30%</b>
<b>Project</b>	<b>50%</b>
<b>Learner Record</b>	<b>20%</b>

### 11.1 Assignment

The Internal Assessor will devise a brief that requires candidates to demonstrate:

- Understanding and application of HTML tags and attributes
- Understanding and application of CSS style sheets
- Ability to create a webpage corresponding to a given design
- Ability to verify that the HTML and CSS are valid and conform to the W3C Specifications

Candidates must demonstrate the correct use of HTML and CSS in the processes identified in Unit 1 and Unit 2

### 11.2 Project

The Internal Assessor will devise a brief that requires candidates to demonstrate:

- Mastery of web authoring equipment and techniques
- Website Design
- Website Development

Candidates should design & construct a website for an identified audience. The website should demonstrate an understanding of the learning outcomes identified in Units 3 and 4.

Evidence for the project will include:

- A schedule of events to include proposed deadlines for key stages of the website design process, in particular the design, development and evaluation phases of the website.
- Initial Design Image & images of the website at key stages during its development.
- Completed Functional Website

### 11.3 Learner Record

A personal journal will be compiled by candidates. It will include the following aspects of the candidates experience:

- Evaluation of the completed website
- Description of activities including challenges/conflicts encountered and how dealt with
- Reflection on experiences at the time

The journal may be presented in writing or a visual media, such as PowerPoint, multimedia, or web. Any visual evidence must be provided on CD.

## 12 Grading

Pass	50-64%
Merit	65-79%
Distinction	80-100%

<b>Individual Candidate Marking Sheet 1</b>	<b>Web Authoring with CSS</b> Assignment – 30% Project – 50% Learner Record – 20%
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Candidate Name: \_\_\_\_\_ PPSN: \_\_\_\_\_

Centre: \_\_\_\_\_ Centre No.: \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Assignment</b>		
▪ Webpage conforms to design	15	
▪ HTML and CSS conform to the W3C specification	15	
<b>Subtotal</b>	<b>30</b>	
<b>Project</b>		
▪ Navigation solution is appropriate and clear	6	
▪ Site design & content is appropriate for target audience	6	
▪ Typographic elements are appropriate and clear	6	
▪ Website is cross browser compatible and works across different screen resolutions	10	
▪ Website elements are optimised for fast downloading	6	
▪ HTML and CSS conform to the W3C specification	6	
▪ A schedule of events completed	10	
<b>Subtotal</b>	<b>50</b>	
<b>Learner Record</b>		
▪ In depth evaluation and analysis of site with logical conclusions and recommendations	10	
▪ Challenges/conflicts encountered and how dealt with	5	
▪ Reflection on experiences	5	
<b>Subtotal</b>	<b>20</b>	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>100</b>	

Internal Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FETAC Module Results Summary Sheet

**Module Title:**    **Web Authoring with Cascading Style Sheets**

**Module Code:**    **N22953**

Candidate Surname	Candidate Forename	Mark Sheet 1	Total 100%	Grade*
		100		

**Signed**

**Internal Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This sheet is for internal assessors to record the overall marks of the individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade \*  
D: 80-100%  
M: 65-79%  
P: 50-64%  
U: 0-49%  
W: candidates entered who  
did not present for assessment