

**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

Level 5 C20148

September 2001

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC 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 principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC 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	Module Title	Web Authoring
2	Module Code	C20148
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an FETAC credit in Web Authoring at Level 5.</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	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</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 **The specific learning outcomes are grouped into 3 units.**

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

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 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

Learners should be able to:

- 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

Learners should be able to:

- 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 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Project	100%
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11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate

- understanding and application of concepts in web authoring
- use of relevant research
- mastery of equipment and techniques
- ability to design and construct websites
- ability to evaluate the finished product.

Candidates must design and construct a website for an identified audience. Candidates must demonstrate the correct use of Hypertext Marking Language (HTML) in the following processes: text formatting, graphics, page layout, links and anchors, image maps, lists, tables, comment and meta tags, multimedia tags, symbol codes, RGB colour system to product web-safe colours.

The website will be effective in terms of

- presentation of context
- design
- site objectives
- suitability for potential target audience
- access speed
- site structure and map
- navigation solution
- GUI
- browser compatibility.

The project may be undertaken as a group or collaborative project. The individual contribution of each candidate must be clearly identified. Adherence to safe working practices will be an integral part of the project.


Evidence for the project will include:

- relevant research documentation
- functional finished website
- evaluation of website
- hardware and software specifications.

The project may be presented using a variety of media including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

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

Individual Candidate Marking Sheet		Web Authoring C20148 Project 100%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • thorough investigation of topic using appropriate research 	10	
<ul style="list-style-type: none"> • appropriate and effective use of equipment and techniques in the design and construction process 	30	
<ul style="list-style-type: none"> • excellent technical, visual and aesthetic quality to finished functional product 	50	
<ul style="list-style-type: none"> • critical evaluation of the finished product 	10	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	100	

Internal Assessor's Signature: _____ **Date:** _____

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

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment 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 internal assessors in centres.
- 4** Assessment techniques in FETAC 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** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be 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.

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