Component Specification

Web Authoring

NFQ Level 6

6N2532

1. Component Details

Title	Web Authoring
Teideal as Gaeilge	Ceapadóireacht Gréasáin
Award Class	Minor
Code	6N2532
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to establish, develop and maintain an interactive Web site, working independently and with others.
Learning Outcomes	Learners will be able to:

1　Explore the development of hyper text mark up language (HTML)

2　Examine different HTML versions and backward compatibility issues

3　Examine the role of tags with HTML authoring

4　Examine the advantages and disadvantages of coding HTML and using HTML editors

5　Examine browser compatibility of HTML editors

6　Distinguish between different scripting languages

7	Examine the file formats suitable for use in Web Publishing with regard to text, graphics, audio and video files
8	Examine the procedures for uploading a website to a server
9	Utilise various HTML and cascading style sheets (CSS) techniques to processes and format images and text
10	Utilise comment and meta tags appropriately
11	Use the correct tags to insert multimedia files to include: sound files, video, shock wave and flash
12	Implement the correct tags to insert special symbols or characters
13	Apply red, green, blue (RGB) colour system in hexadecimal
14	Implement web-safe colours
15	Generate HTML tags using an HTML editor
16	Insert scripts in HTML
17	Produce site structure and corresponding site map
18	Determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site
19	Determine material requirements for site production to include: software, hardware, hard copy and scripts
20	Produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required
21	Ensure that site content is accurately and clearly presented using an effective and appropriate layout
22	Test, revise, maintain and upgrade the site
23	Insert a hit page counter into a website
24	Demonstrate browser compatibility with respect to browser specific tags
25	Use scripting language to implement browser plug-in detection, status bar messages, scrolling status bars, rollovers cycling animations, slide shows, dynamic

frames, form verification, new windows, cookies and dynamic webpage updates

26   Use debugging techniques to remove errors

27   Create an interactive website

28   Identify site objectives and potential target audience

29   Determine likely user access speed, computer platform, browser and user experience, software availability and level of feedback required for the interactive website created

30   Determine the level of interactivity and feedback required in the site

31   Produce a logical, consistent and functional navigation solution for the site

32   Design a suitable and consistent user-friendly interface for the site

33   Produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions

34   Promote a site with reference to online marketing via search engines, directories and other specialist facilities.

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Portfolio / Collection of Work   100%

Description

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

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

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Specific Validation Requirements	There are no specific validation requirements
Supporting Documentation	None
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated

authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.

| Learning to Learn | Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs |
| Insight | Express an internalised, personal world view, reflecting engagement with others. |

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI