

<b>Title</b>	<b>Use the main features and functions of a web authoring and design tool to create a website</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to use the main features and functions of a web authoring and design tool to create a website.</p> <p>This unit standard has been developed primarily for assessment as an option within programmes leading to the New Zealand Certificate in Computing (User Fundamentals) (Level 2) [Ref: 2591].</p>
----------------	--

<b>Classification</b>	Computing > Generic Computing
-----------------------	-------------------------------

<b>Available grade</b>	Achieved
------------------------	----------

---

### Explanatory notes

- 1 Assessment, where applicable, will be conducted in and for the context of a real or realistic situation and/or setting, and be relevant to current and/or emerging practice. The assessor may gather evidence over time from a range of scenarios rather than using one assessment where the learner has to demonstrate all of the required skills.
- 2 A *brief* for the website will be supplied to the learner. It must clearly identify the requirements for the website, against which the success or otherwise of the website can be evaluated. The brief will include at least the audience, specifications and a testing plan. A testing plan will be provided to the learner and include the functions and features that need to be tested (buttons, links, navigation, displayed messages, error handling), data integrity, and the expected outcome for each test. Planning is not required to be assessed as part of this standard however it is good practice to develop a simple plan or conceptual layout design prior to beginning creation of the website.

The text and media content for the website may be provided to the learner, or created by the learner as part of an integrated programme of learning. While this unit standard does not assess the content of the material used to create the website, content must comply with legislation relevant to this unit standard and be appropriate for the target audience defined in the brief.

- 3 **Definitions**  
*Accessibility* means the web pages can be opened and viewed on a variety of browsers, and configured to be viewed by people with disabilities such as visual impairment.

*Conceptual layout design* is a representation clearly indicative of the final product.

*Content map* is a visual technique that helps organise and understand content of a website. Content maps are used by designers to help decide what goes into the website and where it goes. They are not always included as part of the website.

*Good practice* in this context includes selecting and using the appropriate feature or function to enable correct use of the web authoring and design tool for the chosen digital platforms, and applying design principles of page layout and information presentation to the website.

*Media* refers to static and/or moving images, audio.

*Publish* in this standard refers to sharing the website by deploying it to a server, which may be on an internal server or external on the web.

*Sitemap* is a graphical representation of the architecture of a website that shows the relationship between pages of a website, usually in a hierarchical layout. A site map is used by search engines and users to find information in a website, and is part of the website.

*Web authoring and design tool or application* refers to a category of software that enables the user to create web pages and web sites using visual editors. This does not include word-processing, desktop publishing, presentation applications or online web builders. It generates the required HTML code for the pages and is able to switch between page layout and HTML.

- 4 Legislation relevant to this unit standard includes but is not limited to the:  
Copyright Act 1994  
Copyright (New Technologies) Amendment Act 2008  
Harmful Digital Communications Act 2015  
Health and Safety at Work Act 2015  
Privacy Act 1993  
Unsolicited Electronic Messages Act 2007  
and any subsequent amendments.  
Current legislation and regulations can be accessed at <http://legislation.govt.nz>.
- 5 Reference sources for web development include:  
*W3Schools.com*, available at <http://www.w3schools.com/default.asp>;  
*Web Platform Organisation* available at <http://www.webplatform.org/>;  
*World Wide Web Consortium (W3C)*, available at <https://www.w3.org/>.

---

## Outcomes and evidence requirements

### Outcome 1

Use the main features of a web authoring and design tool to create a website.

Range the website includes but is not limited to – three linked pages, two media, two enhancements, hyperlinks.

### Evidence requirements

- 1.1 User interface of a web authoring and design tool is navigated effectively according to good practice.

Range includes but not limited to – shortcuts, screen display options, finding help.

- 1.2 Main features of a web authoring and design tool are used to create, format, edit, enhance, save, and share a website, using good practice and in accordance with the specifications of the given brief.

Range *create* may include – content map; site-map; navigation; hyperlinks; layout; inserting text, media and enhancements; metadata; use of correct `<!doctype>` tag; templates; acknowledgment of sources.

*format* may include – column width, alignment and wrapping, text, borders, use of cascading style sheets (CSS).

*edit* includes but is not limited to – HTML and CSS code, editing links, move, copy, insert, delete, undo/redo, find and replace, data added, metadata, preview.

*enhance* includes but is not limited to two of – tables, lists, CSS, graphical hyperlinks.

*save* includes – file management that allows for easy access to content; use of folders, naming of folders, relevant page names.

*share* includes publish and may include but is not limited to sharing for testing prior to publishing.

- 1.3 The website is tested in a minimum of two web browsers to ensure functionality, and any errors are corrected and documented according to the testing procedures of the given brief.

Range hyperlinks, media, formatting, layout, accessibility, readability, legibility, functionality, presentation.

- 1.4 The website is evaluated for fitness for purpose in terms of the target audience and specifications of the given brief.

<b>Replacement information</b>	This unit standard replaced unit standard 25655.
--------------------------------	--

<b>Planned review date</b>	31 December 2021
----------------------------	------------------

#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

---

**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.