

Title	Use the main features of an HTML editor to create a website		
Level	2	Credits	4

Purpose	<p>People credited with this unit standard are able to use the main features of an HTML editor 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>
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Classification	Computing > Generic Computing
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Available grade	Achieved
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Explanatory notes

- 1 Assessment, where applicable, will be conducted in and for the context of real or realistic situations and/or settings, 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 have the student 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 This standard must be assessed using an HTML editor to meet the supplied brief. The markup language will have text entered by use of an HTML editor according to the conventions of the selected language and will include the use of HTML structural elements, HTML attributes and HTML/CSS styles. For this standard, a recent version of HTML and CSS as defined by W3C should be used to ensure compatibility with a range of web browsers. An HTML editor capable of also editing in WYSWYG

mode will need to be operated in “code view” to meet the requirements for this standard.

4 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 markup language for the chosen digital platforms, and applying design principles of page layout and information presentation to the website.

HTML attributes modify and/or provide additional information about HTML elements such as title, language, image size, alternative text (alt), links (href).

HTML/CSS styles refer to tags that determine the style of the document, background, text and link colour, font style, lists, tables, when inserting text to webpages. These tags may be used with the HTML document or CSS document.

HTML structural elements refer to tags for layout and formatting webpages, such as <section>, <article>, <header>, <footer>, <nav>, <aside>, <div>.

HTML editor is a computer program for editing HTML and CSS code, the markup languages of a webpage.

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

Media elements refer to tags that define embedded objects including plug-ins.

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.

W3C refers to the World Wide Web Consortium, which is the main international standards organisation for the World Wide Web (WWW or W3).

5 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

and any subsequent amendments.

Current legislation and regulations can be accessed at <http://legislation.govt.nz>.

6 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 an HTML editor 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 an HTML editor 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 website HTML editor are used to create, format, edit, enhance, save, and share a website, using good practice and in accordance with the specifications of the brief.

Range *create* includes – content map; site map; HTML and cascading style sheets (CSS); navigation; hyperlinks; HTML structural elements; HTML attributes and HTML/CSS styles; media and enhancements; metadata.
format includes – column width; alignment and wrapping; borders; media and enhancements; use of CSS.
edit includes but is not limited to – HTML and CSS code, move, copy, insert, delete, undo/redo, find and replace, data added, metadata, preview.
enhance includes but is not limited to two of – tables, lists, cascading style sheets, 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 browsers to ensure functionality and any errors are corrected and documented according to the testing procedures of the 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 brief.

Replacement information	
	This unit standard replaced unit standard 25656.

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

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

Consent and Moderation Requirements (CMR) reference	0226
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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 if you wish to suggest changes to the content of this unit standard.