



Australian Government

Department of Education, Employment and Workplace Relations

ICAB4135B Create a simple mark-up language document to specification

Release: 1

ICAB4135B Create a simple mark-up language document to specification

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to design, create and save a simple markup language document to a given specification using a text editor rather than an authoring tool.</p> <p>The following unit is linked and forms an appropriate cluster:</p> <ul style="list-style-type: none">• ICAB4137B Produce basic client side script for dynamic web pages <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse specification	1.1. Determine the uses and audience of the document 1.2. Determine the appropriate <i>mark-up language</i> based on the document uses and audience 1.3. Determine relevant document structure 1.4. Determine appropriate browser-safe colours
2. Create document structure to specification	2.1. Create and assign the basic elements of the document, taking into account <i>accessibility</i> 2.2. Add <i>content</i> text to the body of the document 2.3. Save document using a descriptive name and an appropriate <i>extension</i>
3. Format document to specification	3.1. Apply a suitable <i>format</i> for the text 3.2. Apply a suitable background colour 3.3. Apply suitable positional elements 3.4. Create lists
4. Create tables, hyperlinks and graphics	4.1. Create tables 4.2. Create hyperlinks, anchors and image maps for internal and external navigation 4.3. Define the colours for unvisited, visited and active links 4.4. Create hyperlinks for sending email 4.5. Attach images in a suitable format
5. Validate documents	5.1. Validate mark-up language document against specifications and record outcomes 5.2. Validate mark-up language document in different <i>browsers</i> for compatibility and record outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Ability to use a variety of mark-up languages to meet a variety of needs
- Using keyboard and mouse in an integrated development environment
- Ability to follow documented instruction from a supplied guide

REQUIRED SKILLS AND KNOWLEDGE

- Problem solving skills in mark-up language and an ability to troubleshoot problems
- Reading and writing at a level where workplace instructions and documents are clearly understood
- Ability to communicate ideas and concepts in a clear and precise manner

Required knowledge

- Mark-up language and associated standards
- Open platforms

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- Assessment must confirm the ability to design, create and save a simple mark-up language document using a mark-up language without the automated generation of code.

To demonstrate competency in this unit the person will require access to:

- Organisational style guide/policy
- User requirements
- Development platform

Context of and specific resources for assessment

Mark-up languages are a common means of promoting websites, providing security via limited internet access and when using open source software, provides a powerful means to control a wide variety of operations.

The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of creating the code to specification.

The assessment of this unit of competency will usually include observation of mark-up code results and performance of real or simulated work.

The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

EVIDENCE GUIDE	
	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE

	<p>for example:</p> <ul style="list-style-type: none"> • ICAB4137B Produce basic client side script for dynamic web pages <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Demonstrate relevant mark-up language coding skills • Maintain knowledge of industry products and services
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Accessibility may be in relation to:

- cultural awareness
- ethnicity
- physical impairments
- remote locations

Content may include:

- information and interactive features, such as product information, company information, copyright and disclaimer notices, site map,

RANGE STATEMENT	
	frequently asked questions, what's new, customer-specific information, customer only information, error messages, instructions, feedback mechanisms, reference pages, forms, background articles, ratings/rankings/testimonials/quotes from reviews, hyperlink titles
Mark-up language may include but are not limited to:	<ul style="list-style-type: none"> • HTML • DHTML • XHTML • SGML • VRML • XML
Extension may include but is not limited to:	<ul style="list-style-type: none"> • HTM • HTML • XML • DHTML • XHTML
Format includes:	<ul style="list-style-type: none"> • consideration of the combination of typeface and other attributes, such as size, pitch and spacing of the font
Browser may include but is not limited to:	<ul style="list-style-type: none"> • Netscape Navigator • Internet Explorer • Mozilla • Opera • Galleon • Phoenix • Konqueror • Lynx

Unit Sector(s)

Unit sector	Build
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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