



Australian Government

Department of Education, Employment and Workplace Relations

ICAI4189B Ensure website content meets technical protocols and standards

Release: 1

ICAI4189B Ensure website content meets technical protocols and standards

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to prepare a range of content for a website in accordance with customer specifications while ensuring that content is compatible with appropriate technical and infrastructure protocols.
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Not Applicable

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. Confirm that content meets required standards	1.1. Take action to ensure that text-based <i>content</i> meets client needs and required style <i>standards</i> 1.2. Confirm multimedia-based <i>content</i> meets the business design <i>standards</i> or overall 'look' of the website 1.3. Check that the mix between multimedia- and text-based <i>content</i> provides the required level of interaction identified in the project brief 1.4. Test that <i>content</i> conforms to the <i>client</i> expectations and technology
2. Confirm that technology supports content	2.1. Take action to ensure that the protocols required for multimedia <i>content</i> are available 2.2. Check and confirm that the bandwidth required to support the <i>content</i> is available 2.3. Check and confirm that <i>servers</i> support the <i>content</i> and levels of interaction 2.4. Check and confirm that all plug-ins required to support <i>content</i> are made available 2.5. Test and confirm that compression techniques support delivery of <i>content</i>
3. Test content	3.1. Test and confirm that <i>content</i> displays as intended and according to business <i>requirements, in target browsers</i> 3.2. Test with beta <i>users</i> that content encourages interaction and <i>content</i> interaction performs as intended and record results 3.3. Test and confirm that plug-ins download with a minimum of steps, complication and time 3.4. Test that interactive tools are available and provide the expected results

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
<ul style="list-style-type: none"> • Website publishing • File transfer

REQUIRED SKILLS AND KNOWLEDGE

- Directory maintenance
- Site testing skills

Required knowledge

- Server operating systems
- Server access security procedures
- FTP software protocols
- Privacy principles
- Internet protocols
- Security issues (e.g. denial of service, viruses, hackers)
- Copyright issues
- Streaming technologies
- Compression technologies

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to prepare and integrate a mix of content for a website. Content must operate as expected - that is the correct streaming/compression techniques were used. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Style guides and design brief Compression and streaming software
<p>Context of and specific resources for assessment</p>	<p>Website design is important for a range contexts, including security, accessibility and legal, moral and ethical issues.</p> <p>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.</p> <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.

EVIDENCE GUIDE	
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> <p>In the case of this unit, it could be assessed in a holistic manner with:</p> <ul style="list-style-type: none"> • ICAA4142C Design a website to meet technical requirements • ICAD4190B Maintain information standards <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

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • 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 • 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.

<i>Content</i> may include:	<ul style="list-style-type: none"> • text-based documents • multimedia content such as audio/video streaming • animation • static graphics • sound files
<i>Client</i> may include but ins not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • clubs • individual people • internal employees
<i>Standards</i> may include:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • organisational standards • project standards (for further information refer to the Standards Australia website at: www.standards.com.au)
<i>Servers</i> may include:	<ul style="list-style-type: none"> • Application/web servers • BEA Weblogic servers • IBM VisualAge and WebSphere

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Novell NDS servers • Email servers • File and print servers • FTP servers • Firewall servers • Proxy/cache servers
<i>Requirements</i> may be in reference to:	<ul style="list-style-type: none"> • business • system • application • network • people in the organisation
<i>Browsers</i> may include but is not limited to:	<ul style="list-style-type: none"> • Netscape Navigator • Internet Explorer • Mozilla • Opera • Galleon • Phoenix • Konqueror • Lynx
<i>User</i> may include:	<ul style="list-style-type: none"> • a person within a department • a department within the organisation • a third party

Unit Sector(s)

Unit sector	Implement

Co-requisite units

Co-requisite units		

Competency field

Competency field	
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