



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAWEB411A Produce basic client-side script for dynamic web pages**

**Release: 1**

## ICAWEB411A Produce basic client-side script for dynamic web pages

### Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce a number of client-side scripts for dynamic web pages, using a range of features from different appropriate languages.

### Application of the Unit

This unit applies to those working in web development who are required to produce client-side scripts as a common means of creating interactive websites. These scripts offer an effective simple means of enabling websites to provide greater interaction with clients.

Client side scripting may be used for purposes, such as form validation, but only in areas where they would affect only the document in question and no outside objects.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

1. Analyse requirements for web documents	1.1 Determine necessary dynamic functionality of the <b><i>web document</i></b> 1.2 Determine appropriate <b><i>language</i></b> to achieve that functionality 1.3 Determine web document requirements
2. Design and produce web documents	2.1 Design web document and embedded scripts to achieve required functionality 2.2 Write simple hypertext markup language (HTML) considering <b><i>accessibility</i></b> 2.3 Write embedded scripts
3. Test scripts and debug	3.1 Test web document against required functionality, and reiterate until correct 3.2 Complete <b><i>documentation</i></b> and submit to <b><i>appropriate person</i></b> for approval

## Required Skills and Knowledge

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

### Required skills

- analytical skills to determine the necessary dynamic functionality of the web document
- communication skills to liaise with end user
- problem-solving skills to review design and functionality conflicts
- technical skills to:
  - debug and handle errors
  - use a PC and a range of software packages
  - use internet protocols
  - view the active elements or objects across different platforms.

### Required knowledge

- basic knowledge of open platforms
- detailed knowledge of:
  - client-side scripting
  - events and event handlers
  - internet operation related to servers and clients
  - internet protocols incorporating some theoretical concepts
  - security restrictions on servers, incorporating some theoretical concepts
  - server-side and client-side concepts, incorporating standard generalised markup language (SGML) and associated standards types of function, particularly when creating scripts to implement functions.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>produce basic client server-side scripts for dynamic web pages</li> <li>confirm successful viewing of the active elements or objects across different platforms.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>client requirements</li> <li>functionality and scope requirements</li> <li>security policy</li> <li>web server</li> <li>appropriate learning and assessment support when required.</li> </ul> <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>review of candidate's: <ul style="list-style-type: none"> <li>client-side script code</li> <li>subsequent results</li> <li>performance of real or simulated work</li> </ul> </li> <li>observation of candidate's website using client-side scripts</li> <li>verbal or written questioning to determine candidate's knowledge of scripting, including client-side versus server-side scripting.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined</p>

	with targeted questioning to assess required knowledge.
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## 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.*

<b>Web document</b> may include:	<ul style="list-style-type: none"> <li>• previously created and new HTML documents</li> <li>• saved email files with or without attachments</li> <li>• saved HTML documents.</li> </ul>
<b>Language</b> may include:	<ul style="list-style-type: none"> <li>• ActiveX</li> <li>• dynamic hypertext markup language (DHTML)</li> <li>• JavaScript</li> <li>• VBScript.</li> </ul>
<b>Accessibility</b> may relate to:	<ul style="list-style-type: none"> <li>• cultural awareness</li> <li>• ethnicity</li> <li>• intellectual impairments and remote locations</li> <li>• physical.</li> </ul>
<b>Documentation</b> may follow:	<ul style="list-style-type: none"> <li>• audit trails</li> <li>• International Organization for Standardization (ISO), International Electrotechnical Commission (IEC) and Australian Standards (AS) standards</li> <li>• naming standards</li> <li>• project management templates</li> <li>• report writing protocols</li> <li>• version control.</li> </ul>
<b>Appropriate person</b> may include:	<ul style="list-style-type: none"> <li>• authorised business representative</li> <li>• client</li> <li>• supervisor.</li> </ul>

## Unit Sector(s)

Web