Australian Government

Department of Education, Employment and Workplace Relations

ICPPP494C Develop document content and structure

Revision Number: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

ICPPP494C Develop document content and structure

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop the content meaning and document structure for markup for web page or electronic publishing purposes.

Application of the Unit

Application of the unit	This unit requires the individual to create documents that have structure, content, readability and design appropriate for an online or print audience.
	Electronic publishing here refers to the creation and delivery of a document/information to the reader as electronic output or for print format.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	ICPPP396A Generate high-end PDF files.	

Employability Skills Information

Employability skills	This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify document requirements	1.1. Content meaning and information structure are developed based on the document intent, final media and intended audiences 1.2. Information is identified and grouped according to the job brief 1.3. Target audience requirements and expectations are determined according to the brief
2. Plan content structure	2.1. Information is arranged in related topics and a logical sequence 2.2. Content meaning is tested by simulating the generation of new coherent documents based on the original content 2.3. A hierarchy of information is developed with *data* checked to confirm the hierarchy sequence
3. Develop information architecture	3.1. An information hierarchy is prepared catering for the physical storage of the files 3.2. Search and retrieval mechanisms are prepared for content discovery 3.3. An information hierarchy is designed catering for navigation and access between files or groups of content
4. Develop navigation system	4.1. High level, local and document navigational systems are built based on information architecture 4.2. The design is consistent, intuitive and has a logical labelling system to provide access to various levels and type of content 4.3. Labels and indexes are clear, consistent, coherent and relatively intuitive to enable target audience access
5. Design information layout	5.1. Templates for textual and graphic elements are developed to facilitate consistent and uniform layout and visual design 5.2. An extensible template is linked to the document
6. Test the document	6.1. A suite of prototypes for all document levels is developed 6.2. The rigour of the information architecture at all levels is tested 6.3. Correct functioning and intuitive use of the navigational features are tested for all levels

ELEMENT	PERFORMANCE CRITERIA
	6.4. Visual design and layout are tested at all levels against standard onscreen design principles
	6.5. Levels of *accessibility* for people with disabilities are acceptable

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by developing an intuitive, easy to use navigation system that provides different ways of searching for information
- collecting, analysing and organising information by developing a consistent and logical labelling system
- planning and organising activities by planning the content structure before determining the navigation system
- teamwork when maintaining the production process in association with others
- mathematical ideas and techniques by developing labels and indexes
- problem-solving skills by testing the information structure to identify any gaps or problems with navigation
- use of technology by using relevant software to develop document content structure and navigation system

Required knowledge

- difference between a data store document and a document layout application
- meta languages for multiple audiences
- metadata and in particular PRISM
- personalised Print Markup Language (PPML)
- principles of document navigation
- content conversion and content management
- data mapping and content models

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 ability to: • developing information structures for markup, web pages or long document assembly. The document is intuitive for target audience navigation • demonstrate an ability to find and use information relevant to the task from a variety of information sources • TWO different documents are created and successfully tested • evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICPMM492C Create an extensible style sheet • ICPPP485C Develop a digital data template.

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.	
Data may include:	• includes mixed data and dynamic data.
Accessibility may include:	• includes "content discoverability" as well as content availability with regard to people with disabilities.
Markup language may include:	• new markup languages are becoming available regularly and examples include XML and PPML. This unit does not cover HTML which is covered by another unit ICAB4135B Create a simple mark-up language document to specification.
Document purpose may include:	• electronic publishing, e-commerce, web services, interchange of data amongst different applications, software configuration files.
Electronic publishing may include:	• electronic publishing in this context does not mean the use of page layout applications but rather the development of content to meet the needs of different audiences and different output devices.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Pre-press

Co-requisite units

Co-requisite units		

Innovation and Business Skills Australia