



**Australian Government**

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

# **ICAD4209B Write content for web pages**

**Release: 1**

## ICAD4209B Write content for web pages

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Unit descriptor</b> | <p>This unit defines the competency required to write concise, clear and relevant content for web pages on behalf of a client.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"><li>• ICAA4142C Design a website to meet technical requirements</li><li>• ICAW4027B Relate to clients on a business level</li><li>• ICAI4189B Ensure website content meets technical protocols and standards</li><li>• ICAT4194B Ensure basic website security</li><li>• ICAT4195B Ensure dynamic website security</li></ul> <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

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| <b>Application of the unit</b> |  |
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### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

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|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
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| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 1. Determine site content requirements | <ul style="list-style-type: none"><li>1.1. Identify customer information needs with reference to audience, site functionality and client requirements</li><li>1.2. Confirm site purpose and functionality with reference to <b>client</b> specification</li><li>1.3. Identify content channels and format as part of <b>client requirements</b></li><li>1.4. Identify relevant templates and style guides</li><li>1.5. Identify relevant content and analyse with reference to audience needs, maintenance requirements, information architecture, and site design and functionality</li><li>1.6. Negotiate alterations to site design, as required by the content and <b>client requirements</b></li></ul> |
| 2. Write site content                  | <ul style="list-style-type: none"><li>2.1. Generate content in accordance with content and <b>client requirements</b></li><li>2.2. Ensure that content is easily and conveniently accessible and visible and that information is clear, understandable and flows in a logical pattern or is grouped logically</li><li>2.3. Edit content with reference to audience needs, site functionality, content and <b>client requirements</b></li></ul>                                                                                                                                                                                                                                                              |
| 3. Upload content                      | <ul style="list-style-type: none"><li>3.1. Log into server site using either administrative or anonymous file transfer protocol in preparation for upload</li><li>3.2. Launch transfer <b>file transfer protocol client</b> and navigate to destination directory, either graphically or by using a command line interface</li><li>3.3. Store and order files according to logical design and user needs, using accepted file extension scheme</li><li>3.4. Demonstrate operation in closed contention mode</li></ul>                                                                                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

**REQUIRED SKILLS AND KNOWLEDGE****Required skills**

- Writing in a concise and logical manner applying principles of plain English
- Identifying and understanding potentially diverse target audience needs
- Writing with consideration for a variety of cultures
- Writing with consideration for people with special needs
- Analysing audience needs
- Identifying relevant content
- Determining appropriate content channels and formats
- Awareness of, and ability to manage, design elements (e.g. visual composition) in order to heighten the impact on or promote effective communication with, the intended audience

**Required knowledge**

- Content features, such as clarity, ease of viewing (e.g. how much scrolling is required to view the site), readability and how intuitive or logical the navigation is from one content detail to the next
- The functions and features of micro-content elements (e.g. headings, highlighted words, link text)
- Relationship between content and site design (e.g. giving the website a look in harmony with or adopting the corporate style)
- Functions and features of style guides (e.g. using cascading style sheets)
- Web design and usability (e.g. finding a balance between visual impact elements and speed of downloads)
- Copyright and intellectual property legislation and application principles (e.g. adopting the Harvard method for content/document referencing or the protocols for seeking permission to use from authors and sources)

## 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 develop and upload quality content for a website that meets audience and client needs.

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

- Style guides and templates where they exist
- Website specifications
- Copy edit resources
- Culturally reviewed content
- Word processing and web development software

#### Context of and specific resources for assessment

Writing for an internet-based audience is different from traditional writing for local, state or national wide audiences.

Visitors to a website may be from other countries and these readers may have different perspectives and interpretations on website information offered than more local audiences. Care should be particularly exercised when determining content and style to avoid offering offensive or culturally insensitive content.

Writing for the internet entails the examination of proposed content for the website, gathering feedback on content and making judgements on content suitability.

Depending on complexity of content, basic knowledge and skills would prepare a person to perform in a range of activities where there is a clearly defined range of contexts for the website.

**EVIDENCE GUIDE**

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                             | <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"> <li>• 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.</li> <li>• Applications may involve responsibility for, and limited organisation of, others.</li> </ul>                                                                                                                                                                                                                   |
| <b>Method of assessment</b> | <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"> <li>• 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.</li> <li>• 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</li> </ul> |

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                            | <p>may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• ICAA4142C Design a website to meet technical requirements</li> <li>• ICAW4027B Relate to clients on a business level</li> <li>• ICAI4189B Ensure website content meets technical protocols and standards</li> <li>• ICAT4194B Ensure basic website security</li> <li>• ICAT4195B Ensure dynamic website security</li> </ul> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts</li> <li>• Apply solutions to a defined range of unpredictable problems</li> <li>• Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas</li> <li>• Identify, analyse and evaluate information from a variety of sources</li> <li>• Take responsibility for own outputs in relation to specified quality standards</li> <li>• Take limited responsibility for the quantity and quality of the output of others</li> </ul> <p>Additionally, an individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> <li>• Write in a manner which recognises cultural differences, diversity and people with special needs</li> <li>• Demonstrate some theoretical knowledge of website content creation</li> <li>• Apply a range of well-developed skills in communication and negotiation</li> <li>• Apply known solutions to a variety of predictable problems</li> <li>• Perform a range of writing skills where some</li> </ul> |

**EVIDENCE GUIDE**

|  |                                                                                                                                                                                                                                                                                                |
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|  | <p>discretion and judgement is required</p> <ul style="list-style-type: none"> <li>• Interpret available information using discretion and judgement</li> <li>• Take responsibility for culturally sensitive writing</li> <li>• Maintain knowledge of industry products and services</li> </ul> |
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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.

***Client requirements*** may be in reference to:

- business
- system
- application
- style
- organisational policies
- network
- people in the organisation

***File transfer protocol client*** may include but is not limited to:

- commercial software applications
- organisation-specific software
- packaged software
- in-house or customised software

***Client*** may include but is not limited to:

- internal departments
- external organisations
- individual people
- internal employees

**Unit Sector(s)**

|                    |               |
|--------------------|---------------|
| <b>Unit sector</b> | Documentation |
|--------------------|---------------|

## Co-requisite units

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|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

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|------------------|--|
| Competency field |  |
|------------------|--|