



ASSESSMENT BRIEF 3

COURSE: Bachelor of Information Technology/ Bachelor of IT with a specialisation in Cyber Security	
Unit Code:	WPDD202
Unit Title:	Webpage Design and Development
Type of Assessment:	Assessment 3 (Group Assignment)
Length/Duration:	N.A.
Unit Learning Outcomes addressed:	<p>Upon successful completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Describe and use the client-server internet model, W3C standards, mark-up languages, client-side scripting, server-side scripting to access and manipulate data, database access and internet security 2. Analyse and model requirements and constraints for the design of client-server internet applications 3. Apply HTML 5, CSS, JavaScript, Multimedia and interactivity to develop highly effective websites individually and/or in a team. 4. Identify problems, opportunities, and challenges in creating Webpages 5. N/A.
Submission Date:	Week 11
Assessment Task:	<p>This assignment is to be undertaken in groups of three or four students in the form of a webpage design, implementation, test and evaluation. Your group assignment will demonstrate mastery of the web development skills and concepts learned in this unit.</p> <p>The group assignment must be on your own team design and completed by your team — <u>the use of free or purchased web site templates are not permitted</u> (for example, those found in Dreamweaver, purchased or free, blog or social networking templates such as Drupal, WordPress, Blogger, Facebook as well as the textbook's Case Study Lab). If it is perceived that a web template has been used, the assignment grade will be no more than "below average".</p>
Total Mark:	40 marks

Weighting:	40 % of the total unit assessment
<p>Students are advised that submission of an Assessment Task past the due date without a formally signed approved Assignment Extension Form (Kent Website MyKent Student Link> FORM – Assignment Extension Application Form – Student Login Required) or previously approved application for other extenuating circumstances impacting course of study, incurs a 5% penalty per calendar day, calculated by deduction from the <u>total mark</u>.</p> <p>For example. An Assessment Task marked out of 40 will incur a 2 mark penalty <u>for each calendar day</u>.</p> <p>More information, please refer to (Kent Website MyKent Student Link> POLICY – Assessment Policy & Procedures – Student Login Required)</p>	

ASSESSMENT DESCRIPTION:

"Wanderlust Trails" is a travel blog run by a group of travel enthusiasts who share stories, guides, and tips from their global adventures. Their current website is cluttered, lacks structure, and is not responsive. They have approached *Skillup Labs*, a local web development company, to design a fresh and engaging platform that highlights their photography and blog content, user-friendly, feature-rich, visually appealing, and optimized for local search.

Requirements:

1. Design a clean, visually rich travel blog site with engaging layouts.
2. Improve readability and navigation of long-form content across all devices.
3. Highlight blog categories like destinations, travel tips, packing lists, and photo essays.
4. Include high-resolution images and optimize them for speed and layout aesthetics.

Design and Implementation:

1. Research best practices in travel blog layouts and visual storytelling.
2. Create an image-heavy, scroll-friendly homepage with featured blog posts. Implement intuitive navigation menus and user-friendly interfaces to facilitate easy access to information about travel.
3. Use consistent typography and color themes inspired by nature and travel.
4. Include a sticky header with intuitive navigation across continents or travel types.
5. Add a responsive image carousel, quote sections, and parallax scrolling
6. Ensure performance optimization: compress images, lazy loading, responsive images.
7. Focus on SEO and accessibility (alt tags, headings, proper semantic HTML).
8. Implement a mobile-first design philosophy.

Note: The above case study addresses the need for a website redesign for "Wanderlust Trails" and outlines the requirements for creating a high-quality website that enhances the site's online presence and attracts local users. It emphasizes the importance of user experience, visual appeal, local search engine optimization, and security measures.

Website Design and Development Assignment

For this assignment, you will work with a team to develop a website. Your team will need to conduct some research to find the information for the topic. The goal is to present the information (website) in such a way that customers can use your website effectively. In addition, you will submit a brief individual report about this assignment.

You will be expected to choose your own teams for this project. Teams may consist of three or four students. Your team needs to choose a team name and contact person. Students who are not in a group must contact the lecturer.

The Website:

Good web design suggests that dividing material into bite-sized pieces relating to a portion of the overall topic. Good practice of web design is expected – e.g., appropriate navigation, a good writing style for the web, well-thought-out design to make material easily read on screen, and appropriate fonts and colours. The home page should be index.html.

One of the pages (references.html) should contain accurate and detailed information about the sources of information (contents and images) used in the web pages. It is expected that the references be accurate and complete and follow an appropriate format.

Your website project must follow the hierarchical structure and file naming conventions given below. Your marks will be deducted if you don't follow this structure in your project.

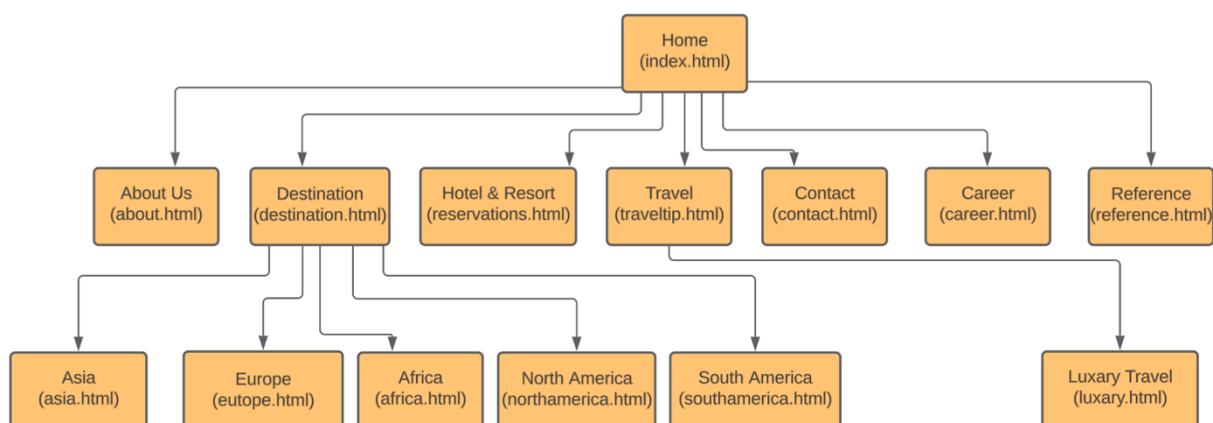


Figure 1: Sitemap of the Website

The Group Report:

Write a three-page paper describing the process of creating your website, working with your client and learning the technical skills necessary to do so. Discuss the things that went well on the site, the things that you found difficult, things you would change if you could do it again and what your group did on the project and how each of the group member personally contributed to the project.

Remember, unlike some of the other papers we have done in class, this is an actual essay, not a rough designs or notes. Pay attention to grammar and spelling.

Word limit: equivalent to 1200 words

Plagiarism and Collusion of Material:

One of the most common reasons for programming plagiarism is leaving work until the last minute. Avoid this by making sure that you know what you have to do (not necessarily how to do it) as soon as an assessment is set. Then decide what you will need to do in order to complete the assignment. Since the web pages are submitted as a group, ensure that all members of your group follow strict guidelines to avoid plagiarism.

Requirements:

- Website should have 15(references page included) pages.
- Each of those pages should use same or similar style, so that the pages look like they belong to the same website.

Validate your Webpage:

- Each HTML page and CSS should pass the W3C validation.
- Validate the webpage using the W3C validator (<https://validator.w3.org>). All errors must be eliminated before assignment is submitted.
- Include the validation icon on your valid page *inside* your closing body tag at the base of your page/web site.



Navigation:

- Each page should have a meaningful title (using the same title for all the pages is not considered meaningful).
- You should have a consistent navigation, for example if you have a menu which links to different pages, the menu should appear in the same place in all pages, so that users can easily find the menu and able to navigate to different pages.

Design:

- Website demonstrates accepted graphic design principles (repeated elements throughout, contrast, proximity, and alignment as well as uncluttered space and subdued backgrounds).
- Website uses coordination of colours which do not hamper usage; this includes text contrasting well with background.
- Consistent design throughout the website.
- You should use one external stylesheet, and optionally internal stylesheets in different pages. The stylesheet should contain only the rules which are common more than 2 pages or all the pages. The internal stylesheet should contain rules which are used only in one particular page.
- You should organize all the pages in a good structure.
- You should layout your web pages using one of the layout techniques. You should use <div> to layout your pages, using <table> for laying out is not allowed.
- Your pages should be easy to read, easy to navigate. The text, border, background etc. should be contrasting, and don't use too many different colours.
You should have enough text and at least 20 images in your website. You must add multi- media contents (audio, video etc.).
- You should have at least a list in your website.
- You should have one contact form and one online schedule visit form by using the valid HTML5 form elements.
- If you're using an image or some text from somewhere else, you must clarify the origin of that resource in a comment in your HTML or CSS file, right before the resource you're using.
- Use at least 2 JavaScript Pop-up windows and 1 Alert box in your website.

- Create the company logo and navigation bars by using the Font Awesome (Font Awesome is a font and icon toolkit based on CSS and LESS.).
- You should only use Google fonts in your website. Your marks will be deducted in case of using other generic fonts by using the html font tags.
- Add social media (Facebook, LinkedIn, Google +, Pinterest, Instagram and Twitter) links in the footer section of each webpage by using the Font-Awesome toolkit.

General:

- The website to be designed in wide screen format.
- The website to be developed to be a responsive website.
- The target audience is all users of mobile, tablet, desktop and laptops.

Restrictions:

- Use of <TABLE> tags are not allowed to layout the webpage
- Each page must contain: A Header, Footer, Body section and common elements (logo, menu)
- Use of multiple versions of images and CSS3 styling rules to render web pages based on user platform and screen resolution.

ASSESSMENT SUBMISSION:

The assignment must be submitted online on Moodle. Name the folder of the website as “SIH_website”. Put your assignment in a folder named assm4_groupnum_classday, where groupnum is your group number, classday is your class day. For examples, if your group number is 1 and you are in Friday 13:00-16:00, the folder name used is “assm4_group1_fri_pm”. Put all resources used by your assignment into this folder. Then, use a zip utility program to zip this folder and name this new zipped file the same name as its folder name (eg. assm4_group1_fri_pm.zip). Lastly, submit the zipped file (eg. assm4_group1_pm.zip) on Moodle to the correct submission link (check it carefully before your submission).

You will lose marks if you do not follow these submission instructions.

MARKING GUIDE (RUBRIC):

Marking Criteria	Fail (0-49%)	Pass (50-64%)	Credit (65-74%)	Distinction (75-84%)	High Distinction (>85%)
Webpage Design and HTML /(20)	Not adheres to usability guidelines. Markup was not consistently used between pages	Adheres some to usability guidelines, not consistent between pages. Markup may not be consistently used between pages; choice of semantic tags may not appropriate.	Partially adhere to usability guidelines and/or they are applied consistently between pages. Great look and feel. Markup was consistently used between pages with appropriate choice of semantic tags.	Mostly adhere to usability guidelines and consistent between pages. Great look and feel. Markup was consistently used between pages; appropriate choice of semantic tags; includes some of <header>, <footer>.	Fully adheres to usability guidelines and consistent between pages. Great look and feel and easy navigation. All semantic markup is consistent between pages, appropriate choice of semantic tags, includes a minimum of <header>, <nav>, <footer>, <article>
Navigation /(5)	Lack of navigation links.	Navigation was used but may not correct location.	Navigation is correct location and consistent between pages.	Navigation is correct location, consistent between pages, and links function.	Navigation is correct location, consistent between pages, and links function correctly with relative links.
Images and Media /(15)	No uses of Images and Media in the webpages.	Using logo. Each page has relevant images. Images are included but not well utilised.	Using logo. Each page has relevant images. Images on page are unique and cited.	Using logo. Each page has relevant images. Images on page are unique and cited but may not enclosed in appropriate caption tags.	Using logo. Each page has relevant images. All images on page are unique, cited, and enclosed in appropriate

			Audio/video/animation is included.	Audio/video/animation is included.	captions tags. Audio/video and animation is included.
CSS Style / (15)	No styles used/bootstrap not included.	CSS, style was applied. Bootstrap has been correctly included so that it has applied to the pages, but no classes have been added to enhance site layout or look.	CSS, style was applied throughout the website. Some Bootstrap classes have been used to improve the layout and look of the website.	CSS, style was applied throughout the website. Bootstrap classes have been used effectively to create an attractive website.	CSS, style was applied throughout the website. Bootstrap classes have been used and extended upon with a custom CSS file to create an attractive website.
JavaScript / (15)	No JavaScript is used.	JavaScript is used in multiple pages. Javascript code is structured, and the quality is at the basic level.	JavaScript is used in multiple pages. Javascript code is structured, and the work quality is at a moderate level.	JavaScript is used in multiple pages. Javascript code fully structured, and the quality is very good.	JavaScript is used in multiple pages. Javascript code is highly structured, and the quality is outstanding (to the point).
Web Content and Ethics / (10)	Topic was poorly addressed; content on the pages was not appropriated to the task.	Web content Ethics and accessibility complaint. Topic was addressed to some reasonable depth with some description.	Web content Ethics and accessibility complaint. Topic was addressed to some reasonable depth with some description. The content on the pages was relevant to the task.	Web content Ethics and accessibility complaint. Topic was addressed quite well. The content on pages was relevant to the task, there might be minor inconsistencies or in-line with assignment expectations.	Web content Ethics and accessibility complaint. Topic was addressed thoroughly. The content on pages was very coherent and relevant to the task, very minor inconsistencies or in-line with assignment expectations.
Responsive layout / (5)	Pages are not responsive and does not adjust to screen.	40% of the Web site is interactive and adjusts based on device screen.	60% of the Web site is interactive and adjusts based on device screen.	80% of the Web site is interactive and adjusts based on device screen such as mobile phone, tablet.	Whole web site is interactive and adjusts based on device screen.
Validation / (5)	Less than 40% of the web pages have passed HTML5 validation check.	40% of the web pages have passed HTML5 validation check without errors.	60% web pages have passed HTML5 validation check without errors.	80% web pages have passed HTML5 validation check without errors.	All web pages have passed validation without errors.
Report and Peer Review / (5)	Very poor standard of content writing. A lot of errors in punctuation, grammar, and spelling. Major sections missing. No participation in the group without valid reasons.	Sections are addressed at the basic level. Minimum reflection of personal learning. Basic and sound standard of writing; some errors in punctuation, grammar, and spelling.	Sections are addressed in a moderately good manner. Reflection of personal learning is also good. Good standard of writing; few errors in punctuation, grammar, and spelling.	Sections are addressed in a great manner. Reflection of personal learning is also very good. Very good standard of writing; very few or minor errors in punctuation, grammar, and spelling.	Outstanding work. Sections are addressed excellently. Reflection of personal learning is also superior. Professional standard of content writing; no errors in punctuation, grammar, and spelling.
Group and Good Organization / (5)	Group has serious issues with member engagement. Ideas are not exchanged. The group atmosphere is highly competitive and/or individualistic. Conflicts that arise are not dealt with or cannot be resolved and/or there are no effective group interactions. The group does not establish roles for each member and/or the workload is	Group is only engaged with encouragement or not all members are engaged. Ideas may not be exchanged effectively. There is a general atmosphere of respect for group members, but some members of the group do not feel free to ask questions and contribute. There is no decision-making process, decisions are mainly made by individuals. No clear roles for each member, and/or the workload is unequally distributed.	Group is engaged but can be distracted. Ideas are exchanged with encouragement. There is a general atmosphere of respect for group members, but some members of the group do not feel free to ask questions and contribute. Members are generally able to resolve conflicts through open discussion with outside assistance. A procedure for making decision is established by the group, but it not clear and/or it focuses on individuals. The group establishes informal roles for each member. The	Everyone is engaged most of the time. The exchange of ideas is effective most of the time. There is a general atmosphere of respect for all group members. The majority of group members feel free to ask questions and contribute. Members are generally able to resolve conflicts through open discussion. A clear procedure for making decisions is informally established by the group. The group establishes clear and formal roles for each member and distributes the workload equally.	Everyone is fully engaged with effective exchange of ideas. Members of the group share respect for each other. All members of the group feel free to ask questions and contribute. Conflicts are resolved with open dialogue and compromise. A clear procedure for making decisions is formally established by the group. The group establishes and documents clear and formal roles for each member and distributes the workload equally.

	unequally distributed.		workload could be distributed more equally.		
*Workload Distribution (no marks assigned, only weight indicated)	If a student's contribution is below 20%, they will receive an F for this project. The final mark awarded will be either the actual group project mark or 49, whichever is lower.	If a student's contribution is between 20%-25%, they will receive an P or lower for this project. The final mark awarded will be either the actual group project mark or 64, whichever is lower.	For contributions of 25% or higher, the group project mark will be awarded as is.		

GENERAL NOTES FOR ASSESSMENT TASKS

Content for Assessment Task papers should incorporate a formal introduction, main points and conclusion.

Appropriate academic writing and referencing are inevitable academic skills that you must develop and demonstrate in work being presented for assessment. The content of high quality work presented by a student must be fully referenced within-text citations and a Reference List at the end. Kent strongly recommends you refer to the Academic Learning Support Workshop materials available on the Kent Learning Management System (Moodle). For details please click the link <http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606> and download the file titled "Harvard Referencing Workbook". This Moodle Site is the location for Workbooks and information that are presented to Kent Students in the ALS Workshops conducted at the beginning of each Trimester.

Kent recommends a minimum of **FIVE (5)** references in work being presented for assessment. Unless otherwise specifically instructed by your Lecturer or as detailed in the Unit Outline for the specific Assessment Task, any paper with less than five (5) references may be deemed not meeting a satisfactory standard and possibly be failed.

Content in Assessment tasks that includes sources that are not properly referenced according to the "Harvard Referencing Workbook" will be penalised.

Marks will be deducted for failure to adhere to the word count if this is specifically stated for the Assessment Task in the Unit Outline. As a general rule there is an allowable discretionary variance to the word count in that it is generally accepted that a student may go over or under by 10% than the stated length.

Use of generative artificial intelligence tools are not permitted to be used for this assessment. Please respect this and be aware that where unauthorized use is detected, it will be considered as academic misconduct and penalties will apply.

GENERAL NOTES FOR REFERENCING

References are assessed for their quality. Students should draw on quality academic sources, such as books, chapters from edited books, journals etc. The textbook for the Unit of study can be used as a reference, but not the Lecturer Notes. The Assessor will want to see evidence that a student is capable of conducting their own research. Also, in order to help Assessors determine a student's understanding of the work they cite, all in-text references (not just direct quotes) must include the specific page number(s) if shown in the original. Before preparing your Assessment Task or own contribution, please review this 'YouTube' video (Avoiding Plagiarism through Referencing) by clicking on the following link: link:

<http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606>

<https://www.youtube.com/watch?v=2q0NIWcTq1Y> A search for peer-reviewed journal articles may also assist students. These type of journal articles can be located in the online journal databases and can be accessed from the Kent Library homepage. Wikipedia, online dictionaries and online encyclopaedias are acceptable as a starting point to gain knowledge about a topic, but should not be over-used – these should constitute no more than 10% of your total list of references/sources. Additional information and literature can be used where these are produced by legitimate sources, such as government departments, research institutes such as the National Health and Medical Research Council (NHMRC), or international organisations such as the World Health Organisation (WHO). Legitimate organisations and government departments produce peer reviewed reports and articles and are therefore very useful and mostly very current. The content of the following link explains why it is not acceptable to use non-peer reviewed websites (Why can't I just Google?): <https://www.youtube.com/watch?v=N39mnu1Pkgw> (thank you to La Trobe University for access to this video).