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**Faculty of Engineering, Environment and Computing**

**Faculty of Computing and Information Systems**

##### GTUM205CDE: Developing the Modern Web

**Coursework 2022**

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| Module Title  Developing the Modern Web | Ind/Group | | Cohort  **May 2022** | Module Code  GTUM205CDE |
| Coursework Title: Course work 2 | | | | Hand out date:  March 2022 |
| Lecturer  Augustus Buckman | | | | Due date:  TBC |
| Estimated Time(hrs):  Word Limit\*: 5000 | | Coursework type: | | % of Module Mark  40 |

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| Module Learning Outcomes Assessed:  LO1. Demonstrate understanding of issues when setting-up web servers and dynamic websites.  LO2. Install, configure and secure a web server ready for non-static content.  LO4. Design and build data-driven dynamic websites that utilise both server-side and client-side  scripting language technologies. |
| **Coursework:**   1. **Web-based Recruitment Management System**   Develop a web-based recruitment management system (portal) for companies and co-op/internship programs. Candidates will also be able to get the selected list and future upcoming jobs and eligibility criteria to fill the form. An administrative portal must have the authority to fully maintain the database of companies and applicants and make any changes as per their requirements.  Your applications must be able to do the following:   * Allow applicants to register * Store applicant’s resume * Allow Companies to register * Allow both applicants and companies to update and deactivate accounts * Allow companies to post job and internship advertisements. * Allow applicants to apply for a job or an internship program. * Schedule interviews for applicants. * Send email notification * Advance reporting and searching capability for both jobs/internship programs and applicants.   This assignment is meant to test your understanding of developing a content management system using secure and open-standards-based web technologies. Implement the appropriate security to ensure only authorized users can make reservations.  **Demonstration**  Your system must be demoed to your tutor every Friday for formative feedback. The date for the final demonstration will be communicated in class.  **Documentation**  As part of your final submission, you must produce a report on your work. This should include the following items.  i) Design  Provide a detailed design of your system with the appropriate diagram. This may include but is not limited to Use Case Diagram, Class Diagrams, Context Diagram and Sequence Diagram  ii) Explanation  A clear explanation of the strategy used to ensure that the authentication methods exposed are well secured and use the appropriate protocols. Provide detailed documentation of the booking information strategies.  iii) Your code  Quality criteria include;   * Indentation * Use of white-space * Sensible names for variables * Use of Open-standards to develop your system. |
| **Task and Mark distribution:**   1. Design a client-based website based on requirements – **10 marks**    1. Graphic User Interface of a functional booking portal. *(****5 Marks****)*    2. Usability and accessibility of icons, text, colours etc. *(****5 Marks****)* 2. Implement a functional recruitment system according to the design - ***20 marks***    1. Code is to be submitted via GitHub, and Repo links are to be made available through the module platform.    2. Codes submitted must be functional, which performs all the operations above***. (10 Marks)***    3. The implementation of authentication methods would attract extra marks. ***(5 Marks)***    4. Extra marks would be awarded for encryption of data on both the client and server sides. **(5 Marks)**    5. The functionality of the portal must correspond to the interface design. In the situation where the code is not functional or does not exhibit the various transactions, the total marks for this section would be ***10 marks***. 3. Documentation and Presentation – **10 marks**.    1. The uniqueness of work ***(5 Marks)***.    2. Proper formatting of the document to meet Coventry standards. ***(2 Marks)***    3. Proper construction of sentences and grammar. ***(3 Marks)*** |
| Notes:   1. You are expected to use the CUHarvard referencing format. 2. Please notify your registry course support team and module leader for disability support. 3. Any student requiring an extension or deferral should follow the university process. 4. The University cannot take responsibility for any coursework lost or corrupted on disks, laptops or personal computers. Therefore, students should regularly back up any work and are advised to save it on the University system or GitHub. 5. If there are technical or performance issues that prevent students from submitting coursework through the online coursework submission system on the day of a coursework deadline, an appropriate extension to the coursework submission deadline will be agreed upon. |

**Mark allocation guidelines to students**

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| 0-39 | 40-49 | 50-59 | 60-69 | 70+ | 80+ |
| Work mainly incomplete and /or weaknesses in most areas | Most elements completed; weaknesses outweigh strengths | Most elements are strong, with minor weaknesses | Strengths in all elements | Most work exceeds the standard expected | All work substantially exceeds the standard expected |

**Marking Rubric**

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| **GRADE** | **ANSWER RELEVANCE** |  | **ARGUMENT & COHERENCE** |  | **EVIDENCE** |  | **SUMMARY** |  |
| **First**  **≥70** | Excellent and Innovative response, answers the question fully, addressing the learning objectives of the assessment task. Evidence of critical analysis, synthesis and evaluation. |  | A clear, consistent in-depth critical and evaluative argument, displaying the ability to develop original ideas from a range of sources. Engagement with theoretical and conceptual analysis. |  | A wide range of appropriately supporting evidence was provided, going beyond the recommended texts. Correctly referenced. |  | An outstanding, well-structured and appropriately referenced answer, demonstrating a high degree of understanding and critical analytic skills. |  |
| **Upper Second**  **60-69** | A very good attempt to address the objectives of the assessment task with an emphasis on those elements requiring critical review. |  | A generally clear line of critical and evaluative argument is presented. Relationships between statements and sections are easy to follow, and there is a sound, coherent structure. |  | A very good range of relevant sources is used in a largely consistent way as supporting evidence. There is the use of some sources beyond recommended texts. Correctly referenced in the main. |  | The answer demonstrates a very good understanding of theories, concepts and issues, with evidence of reading beyond the recommended minimum. Well organised and written. |  |
| **Lower Second**  **50-59** | Competently addresses objectives, but may contain errors or omissions and critical discussion of issues may be superficial or limited in places. |  | Some critical discussion, but the argument is not always convincing, and the work is descriptive in places, with over-reliance on the work of others. |  | A range of relevant sources is used, but the critical evaluation aspect is not fully presented. There is limited use of sources beyond the standard recommended materials. Referencing is not always correctly presented. |  | The answer demonstrates a good understanding of some relevant theories, concepts and issues, but there are some errors and irrelevant material included. The structure lacks clarity. |  |
| **Third**  **40-49** | Addresses most objectives of the assessment task, with some notable omissions. The structure is unclear in parts, and there is limited analysis. |  | The work is descriptive with minimal critical discussion and limited theoretical engagement. |  | A limited range of relevant sources was used without appropriate presentation as supporting or conflicting evidence coupled with very limited critical analysis. Referencing has some errors. |  | Some understanding is demonstrated but is incomplete, and there is evidence of limited research on the topic. Poor structure and presentation, with few and/or poorly presented references. |  |
| **Fail**  **<40** | Some deviation from the objectives of the assessment task. May not consistently address the assignment brief. At the lower end fails to answer the question set or address the learning outcomes. There is minimal evidence of analysis or evaluation. |  | Descriptive with no evidence of theoretical engagement, critical discussion or theoretical engagement. The lower end displays a minimal level of understanding. |  | Very limited use and application of relevant sources as supporting evidence. The lower end demonstrates a lack of real understanding. Poor presentation of references. |  | Whilst some relevant material is present, the level of understanding is poor with limited evidence of wider reading. Poor structure and poor presentation, including referencing. There is evidence of a lack of comprehension at the lower end, resulting in an assignment that is well below the required standard. |  |
| **Late submission** | 0 |  | 0 |  | 0 |  | 0 |  |