# Project assessment

## Criteria

### Unit code and name

CI\_LayoutStyleMarkup

ICTWEB431 – Create and style simple markup language documents

ICTWEB432 – Design website layouts

ICTWEB433 – Confirm accessibility of websites

ICTWEB452 – Create a markup language document

### Qualification/Course code and name

ICT40120 | Certificate IV in Information Technology

## Student details

### Student number

368263826

### Student name

Daniel Ly

## Assessment declaration

*Note: If you are an online student, you will be required to complete this declaration on the TAFE NSW online learning platform when you upload your assessment.*

This assessment is my original work and has not been:

* plagiarised or copied from any source without providing due acknowledgement.
* written for me by any other person except where such collaboration has been authorised by the Teacher/Assessor concerned.

### Student signature and date

Version: *20220412*

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For queries, please contact:

Technology and Business Services SkillsPoint

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## Assessment instructions

Table 1 Assessment instructions

| **Assessment details** | **Instructions** |
| --- | --- |
| **Assessment overview** | The aim of this assessment is to assess your knowledge required to scope web page requirements and to create and implement designs according to client requirements. It also assesses your skills and knowledge required to design and create basic markup language documents and cascading style sheets (CSS) in order to define the structure and style of a website, while adhering to international and Australian industry standards and practices. |
| **Assessment event number** | 2 of 2 |
| **Instructions for this assessment** | This is a project-based assessment that assesses your knowledge and performance of the unit.  This assessment is in **5** parts:  Part 1: Understanding the website requirements.  Part 2: Planning the website.  Part 3: Creating the website.  Part 4: Test and validate the website.  Part 5: Obtaining feedback and sign-off.  And is supported by:   * Assessment checklist * Assessment feedback * Appendix 1: Enterprises Accessibility Policy for Website Development * Appendix 2: Website test results documentation template   **Note**: This assessment may contain links to external resources. If a link does not work, copy and paste the URL directly into your browser. |
| **Submission instructions** | On completion of this assessment, you are required to submit it to your Teacher/Assessor for marking. Where possible, submission and upload of all required assessment files should be via the TAFE NSW online learning platform.  It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment. |
| **What do I need to do to achieve a satisfactory result?** | To achieve a satisfactory result for this assessment you must answer all the questions correctly.  If a resit is required to achieve a satisfactory result it will be conducted at an agreed time after a suitable revision period. |
| **What do I need to provide?** | * TAFE NSW student account username and password. If you do not know your username and password, contact your campus or service centre on 131601. * Computer or other device with word processing software and internet access * Writing materials, if required |
| **What the Teacher/Assessor will provide** | Access to this assessment and learning resources, including the student workbook and any supporting documents or links. |
| **Due date**  **Time allowed**  **Location** | Refer to UAG for details  Nine hours (indicative only)  Assessment is to be completed out of class. |
| **Assessment feedback, review or appeals** | In accordance with the TAFE NSW policy *Manage Assessment Appeals,* all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within **14 working days** of the formal notification of the result of the assessment.  If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher/Assessor or Head Teacher. If they are unavailable, contact the Student Administration Officer.  Contact your Head Teacher/Assessor for the assessment appeals procedures at your college/campus. |

## Specific task instructions

The instructions and the criteria in the tasks and activities will be used by the Teacher/Assessor to determine if you have satisfactorily completed this assessment event. Use these instructions as a guide to ensure that you demonstrate the required knowledge and skills.

Refer to these instructions given carefully before proceeding with the Part 1 (Designing the website) assessment:

1. Go through the instructions carefully before attempting the project assessment.
2. Ask your instructor for the sample resources provided by TipToe Soles (the fictitious Shoe company used for this project)
3. Use the templates provided to complete and document completion of each task.
4. Sample resources have been provided and should be used for reference purposes only. They are meant to provide a starting point for your designs.
5. The information in the scenarios and the resources provided are for inspiration. You may add on elements to enhance your work. *(Be mindful of the time allotted)*
6. Talk to your instructor for any clarifications.

# Scenario

You are working as a Lead Website Designer for Gelos Enterprises. Gelos is an IT organisation with a proven track record in web development and cybersecurity. As a policy, the organisation not only serves multi-national companies, but a separate division also caters to the requirements of small-sized organisations.

Gelos has been approached by TipToe Soles, a shoe manufacturing company based in Sydney, Australia. The company has been manufacturing and providing their products as a white label to various other brands. The management of the shoe company now wishes to launch its own brand in the market at affordable costs.

**TipToe Soles has contracted Gelos Enterprises to develop and build a responsive e-commerce website for its first range of products to be launched shortly. The objective of this website is to enable customers to view and purchase products online. As the Lead Website Designer for Gelos Enterprises, you are responsible for this project.**

TipToe Soles management has a vision for the brand to be the go-to affordable footwear brand in Australia and around the world.

The first range of products that will be launched are comfort or daily wear shoes targeting customers of age 30 and above. The website should have a minimalistic design to avoid any unnecessary distractions.

TipToe Soles management has provided a brief description of how they visualise the structure of their website. The website should have a main menu toward the left side of the screen with a banner across the home page wherein the latest arrivals shall be displayed. The main menu should contain about us, products, services, login, wishlist, contact option tabs, as well as a search bar and feedback form. The footer of the home page should include hyperlinks to return policies, exchange policies, delivery policies, etc. And of course, each page should hold the brand logo at the top left corner. The colours used should be monochromatic but must not be too heavy on the eyes.

The website should be compatible with most platforms and be reasonably backwards compatible. This means that the website should be compatible with computers running Windows (Windows 7 and above) and macOS (macOS 10.12 and above) operating systems, as well as mobile devices running iOS and Android. The website should also support all popular web browsers such as Chrome, Firefox, Internet Explorer, Edge, Safari to name a few. The company also uses Microsoft IIS server as it is a flexible, secure and manageable web server for hosting anything on the web.

For the website’s product section, similar types of products should be grouped together and displayed in a list format and a payment gateway can be eventually integrated as well.

The brand logo and the website content shall be provided by TipToe Soles. Any images included in the website should have an aspect ratio of 4:3.

Since the company is confident about the quality of their products, they’re sure that the website would experience high traffic and don’t want to face any compatibility or performance issues as any downtime would result in loss of business. Further, it should comply with existing state and federal laws. Website accessibility is a key concern for TipToe Soles management as well as Gelos Enterprises. As such, you should ensure that any website development you undertake is in compliance with WCAG 2.0 Standards.

## Part 1: Understanding the website requirements

The first part of this project is to understand the client requirements which provide the underlying foundation of the website being developed. In this section, you will be tested on your analysis of client’s requirements.

### Task 1 – User analysis

Review the previous scenario and determine the user profile and requirements for the TipTop Soles e-commerce website. Document your findings in the following table:

Table 2 User Analysis

|  |  |  |
| --- | --- | --- |
| **No** | **User profile/requirements** | **Description** |
| 1 | Target audience | Customers of age 30 or above |
| 2 | Location of target audience | Australia and arround the world |
| 3 | Mode of payment to be used by the audience | Credit cards, EFTPOS, BNPL |
| 4 | Design preferred | E-commerce HTML/CSS website to view and purchase products online |
| 5 | Operating system(s) | The website should be compatible with most platforms and be reasonably backwards compatible. This means that the website should be compatible with computers running Windows (Windows 7 and above) and macOS (macOS 10.12 and above) operating systems, as well as mobile devices running iOS and Android. |
| 6 | Hardware preferred | Any PC or mobile device, but PC is preferred due to bigger display for viewing products. |
| 7 | Web browsers preferred | popular web browsers such as Chrome, Firefox, Internet Explorer, Edge, Safari |
| 8 | Web server preferred | Cloudflare Server |
| 9 | Any other information | Frontend is likely better written with React/Javascript |

### Task 2 – Establish TipToe Soles website requirements

Now that we have identified the requirements of the website user, it is now time to elaborate on the website design. This includes identifying and defining the aspirations of the client with respect to the product, as well as the functional requirements of the product.

Review the previous scenario and complete the following table briefly summarizing the client’s vision for the website and their **17** functional requirements.

***Student Note:*** *you do not need to include any information you have provided in Task 1.*

Table 3 Website Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | | **Client Requirements** | **Description** |
| 1 | | Vision of management | TipToe Soles management has a vision for the brand to be the go-to affordable footwear brand in Australia and around the world. |
| Website Functional Requirements | | | |
| 2 | Product Catalog | It is essential to have detailed product listings with good quality images and comprehensive descriptions such as materials, instructions etc. | |
| 3 | Inventory Management | There needs to be real-time stock record keeping with updates on stock levels and notifications sent when stock is low or back in stock. Can also notify interested customers through a watch or wishlist functionality. | |
| 4 | Size guide | Help customers pick the right fit by giving sizing details and charts. | |
| 5 | reviews | Provide reviews and allow customers to submit feedback. | |
| 6 | Account Creation | Let users create accounts by using email and password or using social media integration like Facebook or Google. | |
| 7 | User Authentication | Allow users to login on the website to access other functionality such as order details and save checkout. | |
| 8 | Search bar | The user should be able to find shoes by querying a search bar. | |
| 9 | Shopping cart | The virtual shopping cart functionality is needed to purchase multiple items. | |
| 10 | Email system | The system emails users with order confirmation emails or important information like when a purchase is made or account is created. | |
| 11 | High performance | The website should load quickly and provide smooth experience given any hiccups could deter prospective customers from continuing on with the website and hence lose sales. | |
| 11 | Security | The website should implement data encryption and comply with relevant regulations in the e-commerce sector in Australia. | |
| 12 | Usability | The interface should be intuitive and accessible in terms of design and features. | |
| 13 | Wishlist | Allow users to save items for future purchase or notified when in stock. | |
| 14 | Monochromatic design | Graphical Design features a color scheme or visual representation using variations of a single color. | |
| 15 | Policies in Footer | The footer of the home page should include hyperlinks to return policies, exchange policies, delivery policies, etc. | |
| 16 | Secure Checkout | The checkout process is secure and processes credit cards from all major vendors such as mastercard, visa and more. | |
| 17 | Logo | And of course, each page should hold the brand logo at the top left corner. | |
| 18 | compliance with WCAG 2.0 Standards | Website accessibility is a key concern for TipToe Soles management as well as Gelos Enterprises. As such, we should ensure that any website development we undertake is in compliance with WCAG 2.0 Standards. | |

### Task 3 – Develop the testing approach

Determine the most appropriate mark-up language to build the front-end of the website and document your response:

|  |
| --- |
| HTML and CSS can achieve the outcomes that TipToe Soles is looking for.  The use of HTML and CSS provides structure and design separation which allows for easier maintenance and updates; It is also consistently efficient with high performance or responsive design. The biggest advantage is that it is flexible in browser compatibility while being cost-effective. Its worth noting that while HTML and CSS provide a solid foundation, additional technologies are needed for full e-commerce functionality of secure payment processing and inventory management. |

Develop the testing approach to be used to test the finalised website **from the following testing categories**:

* Functionality
* Usability
* Interface
* Compatibility
* Security
* Performance
* Database

You should select at least **3** testing categories and:

1. use the following template to define **2** test cases for each testing category
2. create a testing checklist containing at least **8** items.
3. **Test Category:**

Table 4 Functionality Test case #1

|  |  |
| --- | --- |
| **Test case #1** | |
| **Description** | Web pages are working correctly and making sure there are no broken links |
| **Test steps** | Inspect each hyperlink and confirm they are visit-able and not broken |
| **Test data** | Any HTML element like this <a href="https://my.tafensw.edu.au">Tafe</a> |
| **Expected result** | The web page loads the correct page properly |
| **Actual result** |  |
| **Pass/fail** |  |

Table 5 Functionality Test case #2

|  |  |
| --- | --- |
| **Test case #2** | |
| **Description** | Test business workflow |
| **Test steps** | Try to browse the website and complete a transaction  1. create user account  2. login  3. search products  4. add product to cart  5. check out  6. make secure payment  7. receive order confirmation |
| **Test data** | The testing workflow is completed |
| **Expected result** | 1. Testing your end-to-end workflow/ business scenarios takes the user through a series of web pages to complete. Test negative scenarios as well, such that when a user executes an unexpected step, an appropriate error message or help is shown in your web application. |
| **Actual result** |  |
| **Pass/fail** |  |

Table 6 Compatibility Test case #1

|  |  |
| --- | --- |
| **Test case #1** | |
| **Description** | browser compatibility test |
| **Test steps** | Open the website in popular browsers  compare the result to different browsers |
| **Test data** | Chrome, Firefox, Internet Explorer, Edge, Safari |
| **Expected result** | The websites look and function the same across all browsers |
| **Actual result** |  |
| **Pass/fail** |  |

Table 7 Compatibility Test case #2

|  |  |
| --- | --- |
| **Test case #2** | |
| **Description** | The rendering of web elements like buttons, text fields etc. changes with a change in the operating system |
| **Test steps** | Make sure your website works fine for various combinations of operating systems such as Windows, Linux, Mac and Browsers such as Firefox, Internet Explorer, Safari and so on. |
| **Test data** | Operating systems such as Windows, android and Linux |
| **Expected result** | They appear and function the same across all OS |
| **Actual result** |  |
| **Pass/fail** |  |

Table 8 Performance Test case #1

|  |  |
| --- | --- |
| **Test case #1** | |
| **Description** | Website application response times at different connection locations. |
| **Test steps** | Use tools.pingdom to assess the performance grade and load time from different locations such as North America and Sydney |
| **Test data** | Performance grade, load times, page size, requests |
| **Expected result** | The website should load with similar performance grades across all locations with only a small change in load times depending on location. |
| **Actual result** |  |
| **Pass/fail** |  |

Table 9 Performance Test case #2

|  |  |
| --- | --- |
| **Test case #2** | |
| **Description** | Stress-test your website to determine its break point when pushed to beyond normal loads at peak time. |
| **Test steps** | 1. use apache bench or cloudflare server to measure website under load  2. setup request parameters and run the test  3. e.g. in bash the stress test for 500 requests is: ab -n 500 “mysite.com”  4. monitor results using htop to check CPU and memory usage  5. analyse the results by reviewing the output from ab |
| **Test data** | Requests per second, time per request, failed requests |
| **Expected result** | for a static HTML website, the main factors affecting performance will likely be server capacity and file sizes. Consider optimizing images and minifying CSS and JavaScript files to improve load times under stress |
| **Actual result** |  |
| **Pass/fail** |  |

|  |
| --- |
| **b) Testing Checklist:**   * Homepage testing – loads under 3s, nav menu works, logo and banners displayed * product listing – The shoe images load properly and are clear, can sort productsD * product details – test the add to cart button, reviews are visible, can find details.s * Search functionality – the search results return relevant keyword searches. s * Shopping cart – the add cart works, can edit the cart and costs are accurate * checkout process – test the guest checkout, verify all payment options, etc. s * User account – the account creation process works, can check order historys * mobile experience – test responsiveness on android, buttons are clickable. |

## Part 2: Planning the website

Once we have documented the requirements of the user, it is now time to document the product requirements. The client has briefly described in the scenario how they wish their website to look like and, in this part, you will further explore the client’s requirements and plan the website.

### Task 1 – Develop a structure of the website

Determine and organise the content required for the website:

1. Analyse the website requirements to:
   * determine any additional content required by the ***client***
   * determine any additional content required by the ***users***.
2. Group and prioritise the content into categories (pages and subpages) so the content will be logical and accessible to users.
3. Using the information from the previous step, create a digital sitemap diagram of the overall website hierarchy based on your grouped content.
4. Create digital wireframes as templates for the page layout, including one for the home page and one or more for internal pages (for both a landscape desktop view and portrait mobile view).

Use may use MS Word or MS PowerPoint to create your diagrams/designs.

Submit the digital wireframe screenshot(s) as evidence.

|  |
| --- |
| **1** |

### Task 2 – Accessibility planning

Accessibility refers to the ability of individuals with special needs to perceive, comprehend, navigate, and engage with websites and tools, as well as their ability to contribute equitably and without barriers.

Review the Enterprises Accessibility Policy for Website Development (**Appendix 1**) and WCAG 2.0 Accessibility Standards and prepare an accessibility checklist to complete as part of the development of the website.

|  |
| --- |
| **1. Images**   * If images are not solely decorative, they have descriptive alt text. * If images are solely decorative (e.g., bullet points, borders), alt text is blank or null (alt=""). * The longdesc attribute is only used for alternative content that is particularly extensive or descriptive. * Text is used instead of images, unless the image is part of a logo or brand name. * Verify alt text by hovering the mouse pointer over the image; a yellow box with a description of the image should appear (unless decorative).   **2. Audio and Video Recordings**   * Video and audio content has subtitles, captions, or textual transcripts. * If audio plays automatically, there is a pause or stop control. * Audio and video contain open captions or written transcripts. * Pages provide a pause or stop button for automatic audio.   **3. Colors**   * Text color contrasts sharply with the background color. * Color is not used as the sole means to convey information (e.g., avoid "choose the red circle to proceed"). * Use dark backgrounds with bright writing or vice versa. * Contrast is tested using a tool like the Colour Contrast Analyser offered by Vision Australia.   **4. Text**   * Text can be enlarged without impairing the page's/site's content or functionality. * Text pictures are not used for ornamental purposes. * Text can be resized in Internet Explorer by selecting "view" > "text size" > "biggest."   **5. Links**   * Links clearly state their destination, purpose, and nature. * If a link is to a document, the document type (DOC, PDF, etc.) and file size are included.   **6. Site Navigation and Structure**   * All areas of the website can be accessed without a mouse. * The order of reading and navigation is logical and intuitive. * Information can be accessed in a variety of ways. * Verify page accessibility using the keyboard's "Tab," "Shift + Tab," and "Enter" buttons. * Site is viewed in a text-only browser like Lynx View, Charlotte Web Browser, w3m, browse or WebbIE to check site structure. * Site includes a site search, site map, relevant links, and clear navigation on pages.   **7. Forms**   * Text entry fields, buttons, and checkboxes have immediately adjacent labels. * Fields requiring input (e.g., name, email, comments) have labels describing the expected data. |

### Task 3 – Role-play Scenario: Conduct a client meeting

***Student note:*** *Ensure that you have completed* ***Part 1: Task 1 – Part 2: Task 3*** *before proceeding to this task.*

Now that you have identified the requirements of the website, and completed initial website development planning, you will need to confirm your findings in ***Part 1: Task 1 – Part 2: Task 3*** of this assessment with the client.

In order to do this, you will have a face-to-face meeting with the client regarding the website requirements and development plan.

The agenda items for this formal meeting are as follows:

1. Confirm the website requirements that you have documented in **Part 1** of this asessment.
2. Discuss the structure of the website by sharing digital sitemap and digital wireframe.
3. Ask open-ended questions for clarification (if needed).
4. Confirm the user requirements and the structure of the website.
5. Obtain client feedback and amend layout if required.

This role play will take approximately 10 to 15 minutes. To understand the assessment criteria for this role play, see the Assessment checklist.

**Role of the student being assessed**

During the role-play make sure that you use:

* clear, simple language and plain English.
* appropriate conventions, protocols and tone for your audience.
* listening and inclusive questioning techniques.

The Assessor may ask questions while the demonstration is taking place, or if appropriate directly after the activity has been completed.

## Part 3: Creating the website

In this part of the assessment, you will be required to develop a website for TipTop Soles. You should refer to and incorporate your findings in **Part 1 and Part 2** of this assessment when developing the website.

### Task 1 – Develop a website

Using the text editor and the mark-up language identified in **Part 2**, create the structured and formatted website for the client.

***Student******Note: You must not use a program that generates code.***

1. Create and use an appropriate directory structure for the website.
2. Build the page structure for your web pages using essential basic elements.
3. Create the website homepage, about us page, and contact us page according to the requirements of the scenario.
4. Each page must include:
   * A navigational menu of text links providing access to all pages requested by the client (links are only required to be functional for the three pages you created)
   * A footer with appropriate utility links and social media links
   * Company logo, which includes a link back to the home page
   * A current page indicator to clearly show a visitor where they are within the site.
5. Use semantically correct structural mark-up to define sections of each page as needed.
6. Style, format and lay out the pages using CSS:
   * Use one external CSS file for all styles i.e., no inline or internal styles.
   * Use consistent styles and layout across the site, including appropriate use of font stack, colours, line-spacing, etc.
   * Do not add unnecessary elements or attributes – use existing elements as selectors wherever possible.
   * Use ‘class’ and ‘id’ attributes appropriately.
   * Style hyperlinks appropriately for different states, such as visited and hover – do not use the default styles.
   * Style the current page indicator appropriately.
   * Use monochromatic colour theme.

Package your website code in a zip file, and submit a screen recording demonstrating the functionality of your website (with a visible electronic sticky note of your name displayed on screen). Submit the zip file and screen recording to your assessor as evidence of completion of this task.

## Part 4: Test and validate the website

Now that you have completed creating the website, it’s time for you to test and validate it. Record your test results (including screenshots where indicated) in a word-processed document to provide to the client. Use specialised language where appropriate.

### Task 1 – Test and validate the website

When completing this task please document all responses in the template provided in **Appendix 2**.

1. Using the test approach and test cases that you created in Part 1, test your website and complete your testing checklist according to organisational procedures. Make sure that your testing includes the following:
   1. Test your website in two common browsers; if you have difficulty accessing different browsers and versions, you can use an online testing site such as [Browserling](https://www.browserling.com/) (Long URL: https://www.browserling.com/ )(include screenshots).
   2. Validate your website (W3C Markup and W3C CSS validation) to ensure it meets web standards (include screenshots).
2. Correct any cross browser testing issues and re-test your website to ensure these have been resolved. Discuss the difference in test results and what work was done to fix the issues (including screenshots of the different testing results).
3. Explain the testing process and the results, including any outstanding issues and corrective actions.
4. Check text equivalent for every non-text element and confirm text-only pages are logical and accessible.
5. Check that the document can be read without style sheets, and confirm information and pages are not dependent on colour (operating in a monochrome environment).
6. Verify pages operate on a text-to-speech browser using a screen reader.

## Part 5: Obtaining feedback and sign-off

Once the desired product is ready and delivered to the client, it is important to obtain feedback and sign-off from the client.

Feedback can tell you how you have performed, if the requirements were met within the time and budget, and how satisfied the client is with your work.

In this section, you will be required to create a feedback document and a project sign-off document.

### Task 1 – Prepare the feedback form

Use MS Word to create a feedback form to provide to TipTop Soles.

### Task 2 – Prepare the sign off form

Use MS Word to create client sign off form to provide to TipTop Soles.

## Assessment checklist

The following checklist will be used by your Teacher/Assessor to mark your performance against the assessment criteria of your project. Use this checklist to understand what skills and/or knowledge you need to demonstrate during this assessment event. All the criteria described in the Assessment checklist must be met.

Table 10 Assessment checklist

| **TASK/STEP #** | **Instructions** | **S** | **U/S** | **Assessor comments** |
| --- | --- | --- | --- | --- |
| Part 1 Task 1 | Assess if the student is able to demonstrate the following:  Details of user analysis are captured in the template. |  |  |  |
| Part 1 Task 2 | Assess if the student is able to demonstrate the following:  Details of website requirements are captured in the template. |  |  |  |
| Part 1  Task 3 | Assess if the student is able to demonstrate the testing approach, test case, testing checklist, and reasons for selecting the mark-up language. |  |  |  |
| Part 2 Task 1 | Assess if the student is able to demonstrate the following:  Submit the digital wireframe screenshot(s) as evidence |  |  |  |
| Part 2 Task 2 | Assess if the student is able to demonstrate the following:  Prepare an accessibility checklist as per the web standards, laws, and scenario provided. |  |  | *Date and observation:* |
| Part 2  Task 3 | Assess if the student is able to uses clear and detailed verbal language in order to convey explicit information clearly, showcase active listening and questioning skills and provided satisfactory answers to the questions asked. |  |  |  |
| Part 3  Task 1 | Assess if the student is able to demonstrate the following:  Submit the code in a zip file and a screenrecording demonstrating the functionality of the website as evidence. |  |  |  |
| Part 4  Task 1 | Assess if the student is able to demonstrate the following:  Test the website and complete the testing template (**Appendix 2**). |  |  |  |
| Part 5 Task 1 | Assess if the student is able to demonstrate the following:  Prepare the feedback form. |  |  |  |
| Part 5 Task 2 | Assess if the student is able to demonstrate the following:  Prepare the client sign off form. |  |  |  |

## Appendix 1: Enterprise Accessibility Policy for Website Development

*The following is an outline of Enterprise accessibility considerations with which must be complied with when developing a website either internally or for a client.*

**1. Images**

Unless your photographs are solely decorative, ensure they have alternate (alt) text. The alt text for solely decorative pictures, such as a bullet point or border, should be blank or null. The long description attribute can only be used for alternative content that is particularly extensive or descriptive (longdesc). Unless the picture is part of a logo or brand name, the text should be utilised rather than an image.

Verify your alt text by hovering your mouse pointer over the image; a yellow box with a description of the image should emerge (unless it is for decoration).

This is because those who are blind or visually impaired listen to the alt text to determine what the image symbolises. When people, particularly those with vision impairments, raise the picture size of text given as an image, the text becomes illegible.

**2. Audio and video recordings**

Ascertain that video and audio content is accompanied by subtitles, captions, or, at the very least, textual transcripts. If a website has audio that plays automatically, ensure that users may pause or stop these sounds. Verify that your audio and video contain open captions (captions that are always available) or written transcripts and that your pages provide a pause or stop button for automatic audio.

Reason: persons who are hard of hearing rely on captions and subtitles to read what they hear. Automatically playing sounds without pausing or stopping them can be perplexing for consumers listening to the material.

**3. Colours**

Ensure that the colour of the text provided contrasts sharply with the colour of the background. Ascertain that colour is not utilised only to convey information (e.g., refrain from saying "choose the red circle to proceed"). Contrast your work by using dark backgrounds with bright writing or vice versa. To check your contrast, use the free programme (Colour Contrast Analyser) offered by Vision Australia.

Reason: Low contrast (e.g., light grey writing on a white backdrop) makes web pages difficult to view for everyone, but especially for persons with vision impairment. For persons with colour-related vision impairments, using colour to convey information is inappropriate.

**4. Text**

Verify that your text may be enlarged without impairing the page's or site's content or functionality. Avoid using text pictures just for ornamental purposes. Check that your text can be resized in Internet Explorer by selecting "view" and then "text size" and selecting "biggest."

Reason: Individuals with low vision must increase the text size on websites to read the material. The text should be text; graphics can become illegible when enlarged; therefore, use straight text and style appropriately unless it is a logo or brand name.

**5. Links**

Ensure that your links clearly state where they are going, what they are, and why they are there. If you include a link to a document, be sure to include the kind of document (DOC or PDF) and the file size.

Reason: Individuals listening to links must understand what the link is or signifies to decide whether to proceed to the destination or open the document. The file size informs users with sluggish connections how long the document will take to download.

**6. Site navigation and structure**

Ascertain that all areas of your website may be viewed without the use of a mouse. Ascertain that the order of reading and navigating is reasonable and intuitive. Ascertain that information can be accessed in a variety of ways.

Verify that the webpage can be accessed using the keyboard's "Tab," "Shift + Tab," and "Enter" buttons. Verify that the site makes sense and shows correctly by viewing pages in a text-only browser such as Lynx View, Charlotte Web Browser, w3m, browse or WebbIE. Look for a site search, a site map, relevant links, and basic navigation on your pages.

Reason: Individuals who use only their keyboard or speech will not access portions of the website that require a mouse click. Poorly created sites are difficult to navigate and make it tough for users to find what they're looking for. Individuals access websites in various ways, and providing several paths to your content results in a more intuitive and usable website.

**7. Forms**

Forms containing text entry fields, buttons, and checkboxes Assign labels immediately adjacent to fields you want visitors to enter or click on. Check that fields that require input (e.g., name, email, comments) have a label next to them that describes the data that should be entered.

Reason: Individuals who use assistive technology must recognise what goes into each field and will listen to the instruction or prompt to determine what goes into each field.

## Appendix 2: Website test results documentation template

***Use the following template to document your test results:***

Testing approach undertaken:

|  |
| --- |
|  |

Initial Test Results

Browser test 1 screenshot(s):

|  |
| --- |
|  |

Browser test 2 screenshot(s):

|  |
| --- |
|  |

W3C Markup and W3C CSS Validation Test screenshot(s):

|  |
| --- |
|  |

Issue rectification

Correct any cross browser testing issues and re-test your website to ensure these have been resolved. Discuss the difference between your initial test results and updated test results, as well as the work completed fix the issues (including screenshots of the different testing results).

|  |
| --- |
|  |

Explain the re-testing process you undertook, including any outstanding issues and corrective actions which may be required.

|  |
| --- |
|  |

Final testing checks

1. Text equivalent for every non-text element and text-only pages are logical and accessible. *(Tick* ***one*** *box).* **Yes**  **No**
2. The website can be read without style sheets, and information/pages are not dependent on colour (operating in a monochrome environment). *(Tick* ***one*** *box).*  
    **Yes**  **No**
3. The website operates on a text-to-speech browser using a screen reader. *(Tick* ***one*** *box).*  
   **Yes**  **No**

## Assessment feedback

*NOTE: This section must have the Teacher/Assessor and student signature to complete the feedback. If you are submitting through the TAFE NSW online learning platform, your Teacher/Assessor will give you feedback via the platform.*

### Assessment outcome

Satisfactory

Unsatisfactory

**Assessor feedback**

Has the assessment declaration for this assessment event been signed and dated by the student?

Are you assured that the evidence presented for assessment is the student’s own work?

Was reasonable adjustment in place for this assessment event?

*If yes, ensure it is detailed on the assessment document.*

*Comments*:

### Assessor name, signature and date

### Student acknowledgement of assessment outcome

*Would you like to make any comments about this assessment?*

### Student name, signature and date