

Website Development

Summative Assessment: Training Website

Assessment Brief

Satisfactory Website

Ace Training requires a new system for students that enrol onto their courses. There are three user types: Student, Tutor and Admin. All three can enrol themselves, but students require authorisation from a tutor before they are fully registered. All user types log in using the same form. (It is possible that tutors might need authorisation by the admin.)

There is a database in the backend that stores all the data about users (and other relevant things), and the website connects to this database when it needs to update or view this information. In addition, the website is reasonably secure; for example a student cannot access pages specific to a tutor.

Good Website

Ace Training has a simplistic version of Moodle, i.e. a virtual learning environment. The tutor has the ability to upload various resources to this facility, such as slides and documents. Students can access these by downloading them. There is also a facility for the tutor upload text files that will be automatically interpreted by the website to interactive quizzes, such as simple multiple choice quizzes.

The tutor and/or admin can create new courses on the system, and students can enrol onto those courses. Enrolments must be authorised by the tutor before they become valid.

Excellent Website

The tutor uploads resources to specific weeks and and/or courses (or other sensible categorisation), and resources are only available for students to download between certain dates. There might be other records kept, such as which students downloaded which resources and when.

Quiz questions are of various types, and when a student takes the quiz, a record is kept of his or her score. The system might prevent the student from retaking a quiz, if already taken. These scores are viewable by the tutor.

Outstanding Website

As a student progresses through the course, a progress bar (or equivalent) is shown to the tutor and/or student. This knowledge bar indicates the student's progress and knowledge of the subject so far.

The website is secure against misuse, and there are appropriate menu options shown, depending on the user type. All forms are fully validated, both on the client and server. There is a professional look and feel to the website, and it can be easily maintained, due to a sensible folder structure and the use of includes and separate function files.

There might be additional advanced features, such as the use of AJAX to dynamically interact with the server without full page postback, online registers for each teaching session, the use of APIs, the use of web services, etc.

Guidelines – Where to start

We have introduced more formal reporting in this case, to more accurately reflect aspects of professional practice, and to monitor contributions for assessment purposes. We recommend you start as follows:

As a PBL case you may wish to break this down into the following suggested tasks:

1. Create a timescale of work
2. Prototype initial designs on paper in the form of storyboards and navigational diagrams
3. Allocate parts of the site to each member to design
4. Decide what skills will need to be gained or improved upon to complete the website project. These should be logged in an individual diary

5. Implement your agreed design – the website should be no less than **10 pages** long.

Note: Usability principles should be adhered to in your design, referenced and reflected upon in your project documentation.

6. Testing and further refinement

Using the documentation provided on the website you should adhere to the following steps:

1. **Decide who will take what role in the team.** Fill in the roles and contact details form (include in your appendix A)
2. **Read and sign the team contract (separate document).** Briefly review team performance from PBLF1, AGREE that this is a fresh start and DO NOT bring up issues from the past.
3. **Brainstorm activities needed for project,**
4. For each identify task, date needed to be complete, dependencies on other tasks, resources needed and any learning issues.
5. **Complete the project planning form** – put the tasks in sequence and identify who will complete them. It is advisable to have more than one person on some critical tasks. You will need to modify the form for the tasks that you have identified. **MAKE SURE YOU ALLOW FOR SLIPPAGE!**
6. **Check this with your tutor when complete.**
7. **Complete the meeting record and summary of attendance** for meeting 1. Summarise actions, agree next meeting.

Deliverables:

You should produce the following at the end of this case. Written materials should be submitted by 3pm on the cut-off date. See course web site for cut-off date.

- 1 **A Web site for the brief.**
- 2 **A sales presentation (15 minutes):** Demonstrating your web site and explaining how it meets the design brief and why it should be adopted. Please be aware that the website will be marked in this presentation and you will be expected to demonstrate effectively the ease of use, navigation and feature of the website in relation to the client's needs. **Submit your presentation slides to Moodle.**

3 Individual Academic Report: A report that describes the process of creating your website.

3.1 The report must include the following sections:

- a) Web design principles: A discussion of the web design principles and concepts that you have followed, including legal, professional, ethical and usability issues. Explain how the site should be promoted. Justify your decisions.

Coversheet

Table of Contents

- 1. Introduction
- 2. Website Design Principles
 - a. Legality Issues
 - i. Copyright
 - ii. Data Protection
 - iii. Disability and the Equality Act 2010
 - iv. Privacy Policy
 - b. Professional Issues
 - c. Usability Issues
 - d. Design and Implementation
 - e. Promoting the Website
 - i. Meta tags
 - ii. Search Engine Optimisation
- 3. Conclusion

2b, 2c and 2d will link to 2a, for example, when discussing professional issues you may explain about the choice of language. You may also refer back to the privacy policy previously discussed.

When discussing usability issues, this will most certainly link back to the Disability and the Equality Act 2010 at points.

Evaluation of your contribution: Identify (with examples) the work you have done, in particular, identify your self-directed learning, resources used and an analysis of how effectively you performed.

4 Team Project documentation, comprising:

4.1 Submission declaration, signed by all team members

4.2 Process documentation

- a) Meeting attendance record sheet summary
- b) Meeting record sheets
- c) Project plan, including storyboards
- d) Roles/Responsibilities and contact details sheet
- e) Completed team contract
- f) A description of difficulties you encountered and how you overcame them.
- g) A sitemap
- h) A screenshot of every page, highlighting all major functionality

(See next page for the assessment marking criteria.)

Website Development marking criteria

Student(s) _____

Summative Assessment

	Fail	Pass (40-49%)	Good Pass (50-69%)	Excellent (70-100%)	Evidence	
Usability, legal and professional	Lack of detail or little understanding demonstrated of	Appropriate understanding of usability, legal and professional issues	As pass plus justification that relates to clients website	As good pass plus high level of detail, multiple options explored and all decisions justified.	Report	15%
Planning and Research	No evidence of planning or additional reading to support the given task	Report provides evidence of some appropriate planning.	Evidence of systematic planning and monitoring. Evidence of some reading/ research to support the tasks	As Grade B and high level of consistency and thoroughness. Evidence of a wide range of research.	Report	15%
Presentation	Content is not relevant in most parts, poorly structured, contains several spelling errors or is grammatical incorrect throughout.	Reports are structured with headings. Acceptable spelling and grammar. Mostly relevant content.	As Pass and structured according to advice provided. Written in clear appropriate style of English.	As Grade B and demonstrates appropriate level of detail	Report	5%
Oral Presentation	Non attendance, No participation	Clear Speech, Some Eye Contact, relates to client in presentation	As pass plus Varies pace and pitch, Co-ordinates with other team members	As good pass plus, answers questions knowledgably, confident, enthusiastic and persuasive	Presentation	10%
Slides	Non attendance, No participation, Slides not working or fails to open	Logical Structure (intro, body, conclusion)	Presentation is consistent and relates to the report, key points discussed	As good pass plus presentation within 5 minutes of agreed time and clear benefits of solution provided	Presentation	5%
Demonstration	No database connectivity	Good selection of overall content and topics for each page, directory structure allows for easy maintenance and expansion. Website demonstrates consistent, appropriate use of techniques using templates, CSS and JavaScript.	As pass plus, good functionality of xhtml links. Good functionality of SQL database. Validation of Data entry appropriate. Restricted access to tutor pages	As good pass plus, outstanding features present. Tutor able to upload quizzes that automatically grade the student. Record of student activity and progress recorded.	Website	50%