# Student Version

| Section A – Course details | | | |
| --- | --- | --- | --- |
| **Qualification code:** | ICT40315 | **Qualification title:** | Certificate IV in Web-Based Technologies |
| **Unit code:** | (W1)   ICTWEB429  ICTWEB402  ICTWEB414 | **Unit title:** | (HTML5 & CSS3)  Create a mark-up language document to specification  Confirm accessibility of websites for people with special needs  Design simple web page layouts |
| **Department name:** | BDIT, Computing & Information Technology | **CRN number:** | Enter CRN number |

| Section B – Assessment task details | | | |
| --- | --- | --- | --- |
| **Assessment number:** | 1 of 1 | **Semester/Year:** | 2/2020 |
| **Due date:** | 11-Sep-20 | **Duration of assessment:** | 4 weeks |
| **Assessment method** | Knowledge, Observation & Portfolio | **Assessment task results** | Ungraded result   (Satisfactory or Unsatisfactory) |
| Other: Click here to enter text. |

| Section C – Instructions to students |
| --- |
| **Task instructions:** |
| **Part 1 – Observation**  Part 1 of the assessment will be completed as an observation task and observed and assessed by the assessor.  This section requires learners to answer a range of knowledge questions based on the scenario and also related to the subject. Some of these questions are more technical and ask learners to discuss/explain or demonstrate particular technologies or terminologies while other questions are more holistic or bigger picture focused. Some question may require learners to perform practical tasks well being observed by the assessor. Learners will need to organise a time to complete this assessment with their teacher/assessor. The teacher/assessor will ask the learner the questions verbally and the learner will need to respond in a timely manner verbally.  Part 1a - Scenario The small local college started five years ago. In the first year there were only 100 students and the school specialized in Information technology, Business and English language courses. It was initially easy for the administration, management and the trainers to handle the paper work of each student. The paper work included but not limited to enrolment form, request letters, payment details, payment receipt and invoices, visa and passport records, academic progress, attendance, assessment results, assessment copies etc.  With increasing numbers of students it become difficult to handle all the information on paper. Furthermore, when the college started, it had only one administration staff, one management staff and one trainer only for each course.  To meet the demand of increasing number of students, the college now has 2 staffs each in administration and management and two staff for each department (IT, Business and English).  To meet these growing needs, the college decided to implement online enrolment system and student management system as it will be easy for all staff to handle and keep track of all the information and this also reduces a paper usage and simplifies the workflow. The collage wants the system ready and go live in 2 weeks’ time. For this purpose, you have been tasked with identifying, gathering, analysing the business requirements and finally developing the student management system requirements.  However, before commencing the development of student management and enrolment system you have been organised a brief meeting with the client to allow them to raise any questions or concerns, they may have before moving forward. In this scenario you will be meeting with the client and answer their questions. The assessor will play the part of the client and you will play the part of the developer. The client will need to systematically ask each of the questions in Part 1 of this assessment. The developer is then required to answer each of the questions posed by the client.  **Part 2 – Knowledge Questions** This assessment requires learners to answer a range of knowledge questions related to this subject. Some of these questions are more technical and ask learners to discuss or explain particular technologies or terminologies while other questions are more holistic or bigger picture focused.  **Part 3 – Project/Report/Portfolio task**  This assessment task requires learners to develop a website for a client using HTML and CSS. The teacher will be playing the role of the client for this assessment task.This project has been divided into 8 parts. Each part must be completed as per the instructions. The 8 parts are as follows:   Part 3a - Analyse the Client Specifications and Confirm the Design Requirements  Part 3b – Approval and feedback Part 3c - Development of a functional website  Part 3d – Approval and feedback Part 3e - Identify the accessibility standards and test for website accessibility  Part 3f – Approval and feedback Part 3g - Test and validate the webpages  Part 3h – Approval and feedback  Learners are required to correctly answer all questions.  • Once learners have completed all the questions, the assessment must be uploaded and submitted along with the signed assessment coversheet via Brightspace. • If a supplied answer is incorrect or requires further information the learner will be requested to correct the issues and resubmit the assessment via Brightspace. • Learners must contribute to and abide by organisational standards including intellectual property and privacy • You may use the internet for research purposes  REFER TO THE SUPPORTING DOCUMENTATION FOR FUTHER ASSESSMENT DETAILS |

| Section D – Conditions for assessment | |
| --- | --- |
| **Conditions:**  Student to complete and attach Assessment Submission Cover Sheet to the completed Assessment Task.  - This assessment is to be completed individually. - You must meet all criteria listed in the marking guide to be satisfactory in this task. - You may resubmit this task if not successful within the enrolment period as per Holmesglen conducting  assessment procedure. - The learner may use the internet for research. - The following technologies must be utilised; HTML5, CSS3. - You are expected to dedicate time to developing this assessment task both in and out of the classroom. - Development tools should include but are not limited to; Brackets.io or Visual Studio Code, Chrome or Fire Fox  (You have access to these tools in labs or they can be downloaded). - You must submit; All required working files, documentation and any other assets that you feel may be required in a zipped file. - This Assessment task must be uploaded to Brightspace along with a complete and signed coversheet.  - You may resubmit this task if not successful within the enrolment period as per Holmesglen conducting  assessment procedure. - This is an individual task. However, you are required to get information, feedback and ideas from your assessor, peers and industry to help complete the assessment planning guide.  - It is expected all documents will be completed and submitted electronically but if this is not possible, make alternative arrangements for submitting the documents with your assessor. - You will have the opportunity to resubmit if any part of the assessment is deemed unsatisfactory (one resubmit allowed per task). - You can appeal an assessment decision according to the Holmesglen Assessment Complaints and Appeals Procedure. - If you feel you require special allowance or adjustment to this task, please decide with your assessor within one week of commencing this assessment. - The learner may use the internet research answers for this assessment. | |
| **Equipment/resources students must supply:** | **Equipment/resources to be provided by the RTO:** |
| Computer Internet Connection  HTML5 CSS3  Browsers | Computer Internet Connection  Visual Studio Code: https:/code.visualstudio.com/Brackets: http:/brackets.io/Dreamweaver Microsoft Word Browsers |

**Student answer sheet / Marking sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student ID:** | 100510104 | **Student name:** | Raffy Philibossian |
| **Unit code**: | (W1)   ICTWEB429  ICTWEB402  ICTWEB414 | **Unit title:** | (HTML5 & CSS3)  Create a mark-up language document to specification  Confirm accessibility of websites for people with special needs  Design simple web page layouts |

**Lesson reference:** [**Session 1**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

[**Session 2**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

[**Session 3**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

[**Session 4**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

[**Session 5**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

**Part 1 - Observation task**

| **Skills to be observed during this task to the required standard** | | **1. Date:** | | **2. Date:** | | **3. Date:** | | **Comment** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11/08/2020 | |  | |  | |
| **Satisfactory** | | **Satisfactory** | | **Satisfactory** | |
| **Yes** | **No** | **Yes** | **No** | **Yes** | **No** |
| 1. | The learner is able to identify the business requirements of the client and also able to discuss the relevant legislation, regulations and codes of practice, relating to access and equity.  (Minimum 1 sentence) |  |  |  |  |  |  |  |
| 2. | Learner determines the uses and audience of the document by analysing the client specifications and requirements  (Minimum 1 sentence) |  |  |  |  |  |  |  |
| 3. | The learner is able to identify the technology that should be used to develop the website based on the document’s uses and audience and also based on the current industry  (List at least one) |  |  |  |  |  |  |  |
| 4. | Learner can explain the importance of website accessibility, website security and equity legislation.  (Minimum 1 sentence) |  |  |  |  |  |  |  |
| 5. | Learner is capable to explain the following terminologies in one sentence   * technical performance measurement principles * workload metrics * Web Accessibility Initiative (WAI)   (Minimum 1 sentence) |  |  |  |  |  |  |  |
| 6. | Learner is able to list at least two World Wide Consortium (W3C) standards |  |  |  |  |  |  |  |
| 7. | Learner is able to identify and describe at least one standard applicable to a mark-up language |  |  |  |  |  |  |  |
| 8. | Learner is able to list at least 3 available web browsers and outline the accessibility feature of one of them. |  |  |  |  |  |  |  |
| 9. | Learner can explain in at least one sentence the computing and the programming standards that applies to access and equity |  |  |  |  |  |  |  |
| 10. | Learner is capable to explain the overall access and equity issues of webpage design in relation to:   * Customer and business liaison approach * Electronic commerce modelling language * User group liaison   (Minimum 1 sentence) |  |  |  |  |  |  |  |
| 11 | Learner is able to describe the application of privacy principles to website development, user access and user usage  (Minimum 1 sentence) |  |  |  |  |  |  |  |

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[**Session 5**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

**Part 2 -** **Knowledge task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions: Provide your responses in the boxes below each question.** | | | |
| **Question 1:** | Using a minimum of 2 sentence for each of the following, describe the following technologies and their purpose; HTML, DHTML, SGML, VRML, XHTML and XML. | **Satisfactory response** | |
| Yes | No |
| **Answer:**  **HTML: Means Hypertext mark-up language. It’s the basic or standard mark-up language for web pages. Basically, it is the building block of the web. HTML gives websites meaning and structure, so you can create your own website using HTML.**  **DHTML: Its dynamic html, not a language or standard. But used to make webpages more dynamic and interactive. It is a combination of HTML, JavaScript, Dom, CSS.**  **SGML: Standard generalized mark-up language, its not a document language but is used for specifying or defining a document mark up language.**  **VRML:** Virtual Reality Modelling Language, it’s a standard file format for 3D interactive vectors and graphics used for the web.  **XHTML: Extensible HTML, family of XML mark-up languages. Used to prepare for extending or mirroring versions of html.**  **XML: Extensible Mark-up language, that mark-up language known as xml defines a set of rules for encoding documents. Xml is like a simple text-based format to represent structured information like documents, data, configuration, books. XML is the new SGML actually, SGML used old ISO 8879 but xml is more suitable and reliable for web use.** | | Comment: | |
| **Question 2:** | Identify and describe at least two issues of accessibility | **Satisfactory response** | |
| Yes | No |
| **Answer:**   * **alt texts missing on images. User can’t identify a name or what image is** * **low contrast on text. User cant read clearly as text is very low contrast and hard to see** | | Comment: | |
| **Question 3:** | Compare website design methods and standard website structures  (Minimum 1 Sentence) | **Satisfactory response** | |
| Yes | No |
| * **Answer:** With the Website design methods, websites need to have purpose to suite the user’s needs, have simplicity to consider the user experience and usability of your website. Also, the loading times need to be responsive, layouts and content need to be readable and user friendly.   But with the standard website structures, it is more how well you organise the websites content, like having navigation paths with subpages, link for home page, how content is grouped. Commonly used website structure is the hierarchical model. What is hierarchical model? It is like a tree like structure for website and that data is stored as records to connect each other via links. | | Comment: | |
| **Question 4:** | Define and explain the application of the following for website development   * Cascading style sheets (CSS) * Hypertext transfer protocol (HTTP) * World Wide Web Consortium (W3C) standards   (Minimum 1 Sentence) | **Satisfactory response** | |
| Yes | No |
| * **Answer:** Cascading Style Sheets (CSS) basically adds style to web pages, it is used for showing the presentation of a document written in HTML. * CSS separates the presentation and content, like layout, colours, and fonts.   Hypertext Transfer Protocol (HTTP) is a application protocol to deliver data like html files, image files and other multimedia to the World Wide Web. When the user opens their web browser, they are then making use of HTTP. | | Comment: | |
| **Question 5:** | List at least 5 effective web scripting design principles | **Satisfactory response** | |
| Yes | No |
| **Answer:**  **Effective Javascript web scripting design principles**   1. **S – Single Responsibility Principle** 2. **O – Open Closed Principle** 3. **L – Liskov Substitution Principle** 4. **I – Interface Segregation Principle** 5. **D – Dependency Inversion Principle** | | Comment: | |

**Part 3 - Project/Report/Portfolio task**

| **Criteria for assessment** | | **Satisfactory** | | **Comment** |
| --- | --- | --- | --- | --- |
| **Yes** | **No** |
| **The following has been submitted for assessment:** | | | | |
| Part 3a – Analyse the Client Specifications and Confirm the Design Requirements  Assessment Documentation/Working files | |  |  |  |
| Part 3b – Approval and feedback | |  |  |  |
| Part 3c – Development of a functional website  Assessment Documentation/Working files | |  |  |  |
| Part 3d – Approval and feedback | |  |  |  |
| Part 3e – Identify the accessibility standards and test for website accessibility  Assessment Documentation/Working files | |  |  |  |
| Part 3f – Approval and feedback | |  |  |  |
| Part 3g – Test and validate the webpages  Assessment Documentation/Working files | |  |  |  |
| Part 3h – Approval and feedback | |  |  |  |
| **Marking criteria for each product document/s supplied:** | | | | |
| **Marking criteria:**  **Part 3a – Analyse the Client Specifications and Confirm the Design Requirements**  Assessment Documentation/Working files | | | | |
| 1. | Identify the business requirements and standards the project must adhere to. |  |  |  |
| 2. | Based on the uses and audience of the website, learner has identified the appropriate hardware and software required to develop the website |  |  |  |
| 3. | Learner identified the main layout sections of the webpage and determine the document structure from the design specifications |  |  |  |
| 4. | Learner Identified the hierarchy of the page and apply the appropriate information hierarchy to the site design |  |  |  |
| 5. | Based on the client specifications, learner identified the web page components of the website |  |  |  |
| **Approval and feedback – Part 3b** | | | | |
| 1 | The learner has demonstrated a clear and well-organized material for the client using precise language to convey explicit information and client business requirements |  |  |  |
| 2 | The learner clearly articulates the requirements using the language appropriate to the client and participates in a verbal exchange of ideas / solutions |  |  |  |
| 3 | The learner discussed the technical information and industry guidelines to determine the client needs and business requirements. |  |  |  |
| **Marking criteria:**  **Part 3c – Development of a functional website**  Assessment Documentation/Working files | | | | |
| 1. | Learner created multiple pages / sections for the website using the appropriate markup language and position the webpage elements based on the client specification |  |  |  |
| 2. | Learner included the required webpage components in the website based on the client requirements |  |  |  |
| 3. | Learner created the page layout in two columns |  |  |  |
| 4. | Text styles and layouts is controlled by a linked external style sheet |  |  |  |
| 5. | Learner created a form with minimum of two fields |  |  |  |
| 6. | Webpage consists of external links, Alt Tags, Navigation and the navigation between the pages is consistent and clear |  |  |  |
| 7. | Webpage contains images with a suitable format and size |  |  |  |
| 8. | Learner provided the screenshot of the entire website |  |  |  |
| **Approval and feedback – Part 3d** | | | | |
| 1 | The learner has demonstrated a visual representation for the measurements and calculations performed for the webpage layout |  |  |  |
| 2 | The learner has clearly demonstrated the working of the client website |  |  |  |
| 3 | The Learner has submitted all the working files of the client website |  |  |  |
| **Marking criteria:**  **Part 3e – Identify the accessibility standards and test for website accessibility**  Assessment Documentation/Working files | | | | |
| 1. | Learner tested the website for accessibility using the following tools and make document changes based on the results   1. W3C validator   <https://validator.w3.org/#validate_by_upload>   1. This tool checks if single HTML pages conform to accessibility standards   <http://achecker.ca/checker/index.php> |  |  |  |
| 2. | Learner ensured that the final UI is logical and accessible to the user using the following features:   * Alternative image text added to all non-decorative images * Labels are used where required on form elements * Link text is appropriately descriptive * Proper use of header elements * Use of title attribute where needed * Ensured that the text equivalent for every non-text element is present in the website * Verified the information conveyed with color is also available without color * Ensured that the document can be read without style sheets |  |  |  |
| **Approval and feedback – Part 3f** | | | | |
| 1 | The learner ensured that the priorities identified in the analysis of web development standards are met and completed |  |  |  |
| 2 | Learner ensured that the website developed comply with the industry accessibility standards in design and function |  |  |  |
| 3 | Learner ensured that the final UI is logical and accessible to the user |  |  |  |
| 4 | Learner tested the website with different user groups and ensured that the website transforms successfully and maintains accessibility |  |  |  |
| **Marking criteria:**  **Part 3g – Test and validate the webpages**  Assessment Documentation/Working files | | | | |
| 1. | Learner tested the webpages and ensured that the final UI is logical and accessible to the user using the following features:   * Verified that the pages operate on a text-to-speech browser * Ensured that the pages are not dependent on color, and can operate in a monochrome environment * Ensured that the pages are logical and accessible, in a text-only environment |  |  |  |
| 2. | Learner tested the web page in a variety of browsers based on the user needs  .   * Chrome * Internet Explorer * Firefox   Learner ensured that the web page appear and function correctly |  |  |  |
| 3. | Learner validated the mark-up language document against industry standards using the following URL and recorded the outcomes:  <https://validator.w3.org> |  |  |  |
| 4. | Learner validated the mark-up language document in different browsers (at least 2 browsers) for compatibility and recorded the outcomes. |  |  |  |
| **Approval and feedback – Part 3h** | | | | |
| 1 | The learner has demonstrated and tested the website with the client |  |  |  |
| 2 | The learner has obtained client sign-off for the tested website |  |  |  |

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| --- | --- | --- |
| **Student declaration** | |  |
| By submitting this assessment task and signing the below, I acknowledge and agree that:   1. This completed assessment task is my own work. 2. I understand the serious nature of plagiarism and I am aware of the penalties that exist for breaching this. 3. I have kept a copy of this assessment task. 4. The assessor may provide a copy of this assessment task to another member of the Institute for validation and/or benchmarking purposes. | | |
| **Submission or observation date:** | **11.08.2020** | |
| **Student signature**  For electronic submissions: By typing your name in the student signature field, you are accepting the above declaration. | **Raffy Philibossian** | |
|  |  | |

| Assessment Results and Feedback to Student | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Task Result:** | | | | **Satisfactory** | | **Not Satisfactory** |
|  | |  |
| **Assessor’s Feedback:** | | | | | | |
|  | | | | | | |
| **Resubmission allowed:** | **Yes** | **No** | **Resubmission due date:** | |  | |
| **Assessor name:** | Amberle Seidl | | | | | |
| **Assessor signature:** |  | | | | | |
| **Date assessed:** |  | | | | | |

**Supporting document**

# Part 1 – Observation Questions

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit code**: | (W1)   ICTWEB429  ICTWEB402  ICTWEB414 | **Unit title:** | (HTML5 & CSS3)  Create a mark-up language document to specification  Confirm accessibility of websites for people with special needs  Design simple web page layouts |
| **Student ID:** | 100510104 | **Student name:** | Raffy Philibossian |

| Part 1 - Observation Questions | |
| --- | --- |
|
|
| 1. | Identify the business requirements of the client and also able to discuss the relevant legislation, regulations and codes of practice, relating to access and equity.  To develop student management and enrolment system so it can be easy for staff to handle and keep track of all sensitive and relevant information, this will simplify workflow and reduce paper usage to make easier to handle the information.  Privacy legislations to keep students work and id private, ethics codes of practices for rules and requirements for students to follow, also website accessibility should be put in place to show its easily accessible for all students no matter if some are disabled, all should be treated equally. |
| 2. | Determine the uses and audience of the document by analysing the client specifications and requirements  It’s for School Students and stuff. |
| 3. | Identify the technology that should be used to develop the website based on the document’s uses and audience and also based on the current industry  *CSS, html, php, database* |
| 4. | Explain the importance of website accessibility, website security and equity legislation  Website Accessibility is very important as it gives all users no matter your disability an easy use of accessing the site. Website security to have a ssl certificate and systems need to be running efficiently without any loss of files and to prevent malicious attacks. Equity legislation is set to inform and strictly abide by laws set in hand to protect and guide students, stuff and teachers. |
| 5. | Explain the following terminologies in one sentence   * technical performance measurement principles * workload metrics * Web Accessibility Initiative (WAI)  1. Create Html documents for enrolments systems basically tools that show how well a system is sustaining its requirements or meeting its goals 2. Statistics and information that represents the organization's actions, abilities, and overall quality. 3. **WAI** improves the accessibility for people with disability by developing standards and support materials for better understanding and use. |
| 6. | List at least two World Wide Consortium (W3C) standards  HTML, CSS, WAI |
| 7. | Identify and describe at least one standard applicable to a markup language  XML and it describes a set of rules for encoding documents in a format that is both human-readable and machine-readable. |
| 8. | List at least 3 available web browsers and outline the accessibility feature of one of them.  Google Chrome, Opera, Safari. The accessibility feature on google chrome supports screen readers and magnifiers, and offers people with low vision full-page zoom, high-contrast color and extensions |
| 9. | Explain in at least one sentence the computing and the programming standards that applies to access and equity  Use WAI for accessibility  Avoid using a coding style that is too difficult to understand,  Error return values and exception handling conventions  Code should be well documented,  Length of functions should not be very large, Use Indentation |
| 10. | Explain the overall access and equity issues of webpage design in relation to:   * Customer and business liaison approach * Electronic commerce modelling language * User group liaison  1. Make sure everything works and looks professional not having fonts are too small to read, layouts are wrong, JavaScript doesn’t work. Customer will avoid these business websites very quickly. 2. Make sure these forms work and function well, not missing required details, taking payment without confirmation. 3. Have proper user group polices and restrictions to avoid users playing up with group, trying to harm others, lose rights to misconduct, user others access details without consent. |
| 11. | Describe the application of privacy principles to website development, user access and user usage  For the application you should start with  Writing Down your Privacy Policy in easy-to-understand language then Update your policy regularly to reflect changes in the law, in your business. Notify users of these updates, and include the effective date with your policy. Abide to follow your commitment to user privacy. This Is why where collecting data privacy. Why we collecting data. Fill forms store data in database. Only people that need Administrator |

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[**Session 8**](https://holmesglen.brightspace.com/d2l/le/content/252807/Home)

# Part 3 – Portfolio Instructions

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Brief** Read through the brief below take note of the needs and requirements outlined in the brief. | | | | | | | |
| **Introduction**  This assessment task requires learners to develop a website for a client using HTML5 and CSS3. The teacher will be playing the role of the client for this assessment task. This project has been divided into 8 parts. Each part must be completed as per the instructions. The 8 parts are as follows:  Part 3a - Analyse the Client Specifications and Confirm the Design Requirements  Part 3b – Approval and feedback Part 3c - Development of a functional website  Part 3d – Approval and feedback Part 3e - Identify the accessibility standards and test for website accessibility  Part 3f – Approval and feedback Part 3g - Test and validate the webpages  Part 3h – Approval and feedback  **General requirements**   * Home Page and three additional pages or Home page with three different sections within the home page * Ensure correct flow of information architecture * Original logo design – left top corner * It must have 2 columns (at least) in one internal page / in any of the sections within the home page * The overall colour scheme and style is up to your own discretion * Fonts must be suitable for web design: web safe / google fonts * Images must be copyright free * You must consider good accessibility and usability standards * Platform: Internet * Browser support: Chrome, Internet Explorer 9 & 10, Firefox etc.   **Technical requirements**   * HTML5 & CSS3 are to be used to develop page structure, layout and design * The website must be accessible to people with disabilities * The design style for the web must be flat, keeping with what is currently on trend   **Instructions**  You are required to develop your website using editor Visual Studio code. Your website must have a consistent look and feel and include the following:   1. A home page and THREE additional pages or Home page with three different sections within the home page 2. Two columns in any internal page/ in any of the sections within the home page 3. Images attached in a suitable web format and size 4. Descriptive ALT Tags 5. A table 6. A form 7. A navigation bar 8. A list 9. An internal link (i.e. go to top of page) 10. External links (i.e. social media) 11. Accessibility considerations in design and function 12. Test website in at least TWO browsers 13. All styles and layouts contained in an external CSS 14. Validate HTML 15. Test and validate CSS   Other Standards   * HTML Standards must be adhered to wherever possible * CSS Standards must be adhered to wherever possible * HTML accessibility standards | | | | | | | |
| **Part 3a – Analyse the Client Specifications and Confirm the Design Requirements**  **Assessment Documentation/Working files**  **Based on the information you have gathered from the client complete the following:** | | | | | | | |
| 1. Identify the business requirements and standards the project must adhere to. | | | | HTML5 & CSS3 are to be used to develop a page structure, layout and design  Website must be accessible to people with disabilities.  The design style for the web must be flat, keeping with what is currently on trend. | | | |
| 1. Based on the uses and audience of the website, identify the appropriate hardware and software required to develop the website | | | | *HTML, CSS, JAVASCRIPT, VISUAL STUDIO CODE , CHROME , USING A PC* | | | |
| 1. Identify the main layout sections of the webpage and determine the document structure from the design specifications. | | | | *Website has 4 pages and 1 external page*  *Home Page has a letter and types of images and names of flowers*  *Articles page has various images with description and heading.*  *Q & A, Question and Answer page to provide users answers to general questions.*  *Contact Us page has a fill in contact form for users to report and submit*  *A link to an external page to shop and explore.* | | | |
| 1. Identify the hierarchy of the page and apply the appropriate information hierarchy to the site design | | | | *Navigation bar with 4 landing pages on top of site for all device layouts* | | | |
| 1. Based on the client specifications, identify the web page components of the website | | | | *Logo, images, Navigation bar, home page with 3 extra pages, page layout, front end elements and more.* | | | |
| **Approval and Feedback – Part 3b** Once you have identified the project requirements obtain approval from your client’s representative. | | | | | | | |
| Before moving forward learners will need to organize a meeting with their facilitator to obtain approval and feedback before moving on. The following check list is to be complete by the facilitator. You will need to verbally ask your facilitator question to confirm you have correctly interpreted the client business requirements. Systematically discusses question Part 3a with your assessor. | | | | | | | |
| **Checklist (To be completed by the learner’s facilitator)** | | | | | | **Yes** | **No** |
| 1. The learner has demonstrated a clear and well-organized material for the client using precise language to convey explicit information and client business requirements. | | | | | |  |  |
| 1. The learner clearly articulates the requirements using the language appropriate to the client and participates in a verbal exchange of ideas / solutions | | | | | |  |  |
| 1. The learner discussed the technical information and industry guidelines to determine the client needs and business requirements. | | | | | |  |  |
| **Assessor Name** | *Amberle Seidl* | **Assessor Signature** | *Insert Signature* | | **Date** | *Insert Date* | |
| **Part 3c – Development of a functional Website**  **Assessment Documentation/Working files** | | | | | | | |
| It is now time to begin developing your chosen website. Ensure your design aligns with client requirements outlined in Part 3a.  Adhering to your design specification, you are now required to bring all of this information together and manufacture an end product – your final website design. The idea should outline the basic feel of the design and how you will convey core concepts. | | | | | | | |
| 1. Use HTML to create your pages’ structure  Create the multiple pages for the website using the appropriate markup language  This is based on the user’s requirements and current industry standards   1. Ensure page elements have been position correctly 2. Develop CSS to format page structure 3. Webpage consists of external links, Alt Tags, Navigation and the navigation between the pages is consistent and clear 4. A home page and THREE additional pages or Home page with three different sections 5. Two columns in any internal page / sections within the home page 6. Images attached in a suitable web format and size 7. Descriptive ALT Tags 8. A table 9. A form 10. A navigation bar 11. A list 12. An internal link (ie go to top of page) 13. External links (ie social media) | | | | | | | |
| **Approval and Feedback – Part 3d** It is now time to present your website to the client for feedback and approval. Organise a time to showcase and demonstrate your project to your client. | | | | | | | |
| Before moving forward learners will need to organize a meeting with their facilitator to obtain approval and feedback before moving on. The following check list is to be complete by the facilitator. | | | | | | | |
| **Checklist (To be completed by the learner’s facilitator)** | | | | | | **Yes** | **No** |
| * 1. The learner has demonstrated a visual representation for the measurements and calculations performed for the webpage layout | | | | | |  |  |
| * 1. The learner has clearly demonstrated the working of the client website | | | | | |  |  |
| * 1. The Learner has submitted all the working files of the client website | | | | | |  |  |
| **Assessor Name** | *Amberle Seidl* | **Assessor Signature** | *Insert Signature* | | **Date** | *Insert Date* | |
| **Part 3e – Identify the accessibility standards and test for website accessibility**  **Assessment Documentation/Working files** | | | | | | | |
| * 1. Learner tested the website for accessibility using the following tools and make document changes based on the results   2. W3C validator   <https://validator.w3.org/#validate_by_upload>   * 1. This tool checks if single HTML pages conform to accessibility standards   <http://achecker.ca/checker/index.php>  Heres my  Validation for  styles.css  *A screenshot of a social media post  Description automatically generated* | | | | 1. *b. Index.html*   *A screenshot of a cell phone  Description automatically generated*  *A screenshot of a cell phone  Description automatically generated*   1. *b. Articles.html*   *A screenshot of a cell phone  Description automatically generated*  *A screenshot of a cell phone  Description automatically generated*   1. *b. Q&A.html*   *A screenshot of a cell phone  Description automatically generated*  *A screenshot of a cell phone  Description automatically generated*   1. *b. ContactUs.html*   *A screenshot of a cell phone  Description automatically generated*  *A screenshot of a cell phone  Description automatically generated* | | | |
| * 1. Learner ensured that the final UI is logical and accessible to the user using the following features: * Alternative image text added to all non-decorative images * Labels are used where required on form elements * Link text is appropriately descriptive * Proper use of header elements * Use of title attribute where needed * Ensure that the text equivalent for every non-text element is present in the website * Verify the information conveyed with color is also available without color * Ensure that the document can be read without style sheets | | | | *Completed Yes / No*  *YES COMPLETED* | | | |
| **Approval and Feedback – Part 3f** Organise a time with your client to obtain approval and feedback. | | | | | | | |
| Before moving forward learners will need to organize a meeting with their facilitator to obtain approval and feedback before moving on. The following check list is to be complete by the facilitator. Systematically discusses question Part 3e with your assessor. | | | | | | | |
| **Checklist (To be completed by the learner’s facilitator)** | | | | | | **Yes** | **No** |
| 1. The learner ensured that the priorities identified in the analysis of web development standards are met and completed | | | | | |  |  |
| 1. Learner ensured that the website developed comply with the industry accessibility standards in design and function | | | | | |  |  |
| 1. Learner ensured that the final UI is logical and accessible to the user | | | | | |  |  |
| 1. Learner tested the website with different user groups and ensured that the website transforms successfully and maintains accessibility | | | | | |  |  |
| **Assessor Name** | *Amberle Seidl* | **Assessor Signature** | *Insert Signature* | | **Date** | *Insert Date* | |
| **Part 3g – Test and validate the webpages**  **Assessment Documentation/Working files** | | | | | | | |
| 1. Learner tested the webpages and ensured that the final UI is logical and accessible to the user using the following features:  * Verified that the pages operate on a text-to-speech browser * Ensured that the pages are not dependent on color, and can operate in a monochrome environment * Ensured that the pages are logical and accessible, in a text-only environment | | | | *YES COMPLETED* | | | |
| 1. Learner tested the web page in a variety of browsers based on the user needs   .   * Chrome * Internet Explorer * Firefox   Learner ensured that the web page appear and function correctly | | | | *Opera*  *A screenshot of a computer screen  Description automatically generated*  *Chrome*  *A screenshot of a computer  Description automatically generated* | | | |
| 1. Learner validated the mark-up language document against industry standards using the following URL and recorded the outcomes:   <https://validator.w3.org> | | | | *Validations below used by safari browser*    *Index.html*  *A screenshot of a cell phone  Description automatically generated*  *Articles.html*  *A screenshot of a cell phone  Description automatically generated*  *Q&A.html*  *A screenshot of a cell phone  Description automatically generated*  *ContactUs.html*  *A screenshot of a cell phone  Description automatically generated*  *styles.css*  *A screenshot of a social media post  Description automatically generated* | | | |
| 1. Learner validated the mark-up language document in different browsers (at least 2 browsers) for compatibility and recorded the outcomes. | | | | *For Safari browser view the previous question for the validations*  *And for*  *Opera Browser are below*  *Index.html*  *A screenshot of a cell phone  Description automatically generated*  *ContactUs.html*  *A screenshot of a cell phone  Description automatically generated*  *Articles.html*  *A screenshot of a cell phone  Description automatically generated*  *Q&A.html*  *A screenshot of a cell phone  Description automatically generated*  *styles.css*  *A screenshot of a cell phone  Description automatically generated* | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Approval and Feedback – Part 3h** Organize a meeting with their facilitator to obtain approval and feedback | | | | | | | |
| Before moving forward learners will need to organize a meeting with their facilitator to obtain approval and feedback The following check list is to be complete by the facilitator. Systematically discusses question Part 3g with your assessor. | | | | | | | |
| **Checklist (To be completed by the learner’s facilitator)** | | | | | **Yes** | | **No** |
| 1. The learner has demonstrated and tested the website with the client | | | | |  | |  |
| 1. The learner has obtained client sign-off for the tested website | | | | |  | |  |
| **Assessor Name** | *Amberle Seidl* | **Assessor Signature** | *Insert Signature* | **Date** | | *Insert Date* | |