

ICTWEB431 Create and style simple markup language documents

ICTWEB452 Create a markup language document

ICTWEB433 Confirm accessibility of websites

Learner version

# HTML & CSS Assessment 2

Portfolio

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Learner version

# HTML & CSS Assessment 2

Portfolio

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| Learner information | |
| **Learner name:** Van Minh Le | **Learner ID:** 100693330 |
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| Section A – Program/course details | |
| **Qualification code:** ICT40120 | **Qualification title:**  Certificate IV in Information Technology (Web Development)  Certificate IV in Information Technology (Programming) |
| **Unit code:**  **CWEB1 - HTML & CSS**  ICTWEB431  ICTWEB452  ICTWEB433 | **Unit title:**  Create and style simple markup language documents  Create a markup language document  Confirm accessibility of websites |
| **Pre/co-requisites:** N/A | |
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| Section B – Assessment task details | | | |
| **Assessment number: 2** of 2 | **Semester/year:** 1/2025 | | **Due date:** Session 8 |
| **Duration of assessment: 10** hours | | **Assessment task results:** This assessment task will be marked as:  Ungraded result: satisfactory or not yet satisfactory | |
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| Section C – Instructions to learners |
| **Portfolio task**  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 & user for this assessment task. *The website the learner developers may be about or for any topic, company or community of the learner’s choice. As long as the website meets the requirements outlined in this project.*  This project has been divided into 7 key parts. Each part must be completed as per the instructions.  Part 1 – Client Brief Review  Part 2 – Website Planning  Part 3 – Prototyping Web Components (**Milestone**)  Part 4 – Development of the Website  Part 5 – Alpha-Build: Website Accessibility  Part 6 – Beta-Build: Website Testing  Part 7 – Final Build: Client Sign Off   * Using this assessment document, please read all questions in this document and record your answers in the document against each question. * To be satisfactory in this assessment task all answered questions must correctly meet the marking guide criteria. * Discuss with your assessor if you feel you require special consideration or adjustment for this task. * Learners can consult class learning material via Brightspace and other softcopy information, including information from the Internet. However, all answers must be in a learner’s own words. Where a quote is used the learner must cite the information source. * This completed assessment task must be uploaded to Brightspace along with a complete and signed coversheet by the due date. * You must submit all required working files, documentation, and any other assets that you feel may be required in a zipped file, including the completed and signed coversheet. The assessment must be completed and submitted electronically to Brightspace by the due date. If this is not possible, you must contact your assessor to gain written approval for an alternative arrangement for submitting the assessment. * Leaner must contribute to and abide by organisational standards including intellectual property, privacy laws, and plagiarism and academic honesty. Further information is detailed at: <https://holmesglen.edu.au/Students/Student-Resources/>   **REFER TO THE SUPPORTING DOCUMENTATION FOR FUTHER ASSESSMENT DETAILS** |
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| Section D – Conditions for assessment |
| ****Unit application:****   * This is an individual task. * You must meet all criteria listed in the marking guide to be satisfactory in this task. * You must submit all required working files, documentation, and any other assets that you feel may be required in a zipped file, including the completed and signed coversheet. The assessment must be completed and submitted electronically to Brightspace by the due date. If this is not possible, you must contact your assessor to gain written approval for an alternative arrangement for submitting the assessment. * If not successful within the enrolment period as per Holmesglen assessment procedure, you will be requested to resubmit within 7 days of receiving feedback. You will have the opportunity to resubmit if any part of the assessment is deemed unsatisfactory (you are permitted TWO (2) resubmission per assessment task). Resubmissions must be submitted by the resubmission due date provided by your teacher. * This task is open book. You may use the internet for research purposes only. All answers must be in your own words. Where a quote is used, you must cite the information source. * If you feel you require special allowance or adjustment to this task, please discuss with your assessor within one week of commencing this assessment. Any change to assessment arrangements must be reviewed by the Education Manager and approved by the Head of Department. * You can appeal an assessment decision according to the Holmesglen Assessment Complaints and Appeals Procedure. * You are expected to dedicate time to develop this assessment task both in and out of the classroom. * Leaner must contribute to and abide by organisational standards including intellectual property, privacy laws, and plagiarism and academic honesty. Further information is detailed at: https://holmesglen.edu.au/Students/Student-Resources/ |
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| Equipment/resources learners must supply: | Equipment/resources to be provided by the RTO: |
| * A MAC or * PC/laptop with the following minimum specification: * Quad-Core CPU, 16GB of RAM, 250GB of Storage, 2 GHz or faster processor * Windows 10 OS, or higher * Headset with microphone and webcam (if learning remotely) * Internet access * Access to applications used in learning is available through Holmesglen MyHorizon or can be downloaded via the link provided: * Brightspace (Learning Management System) - https://holmesglen.brightspace.com/ * 365 Microsoft office suite - https://portal.office.com * WebEx - https://holmesglen.webex.com/ * Holmesglen OneDrive * Google Chrome – recommended web browser https://www.google.com/intl/en\_au/chrome/ * 7-Zip - https://www.7-zip.org/download.html * GitHub Desktop- https://desktop.github.com * Visual Studio Code - https://code.visualstudio.com/ | * Classroom computer with the following minimum specification: Quad-Core CPU, 16GB of RAM, 250GB of Storage, 4 GHz or faster processor Internet access * Access to applications used in learning is available at ZENworks and Holmesglen MyHorizon: * Brightspace (Learning Management System) * 365 Microsoft office suite * WebEx * Holmesglen OneDrive * Google Chrome – recommended web browser * 7Zip * GitHub Desktop * Visual Studio Code |

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| Section E – Assessment questions/criteria | | |
| **Assessment number:** 2 | | **Assessment title:** Portfolio |
| **Unit code:**  **CWEB1 - HTML & CSS**  ICTWEB431  ICTWEB452  ICTWEB433 | **Unit title:**  Create and style simple markup language documents  Create a markup language document  Confirm accessibility of websites | |
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**PORTFOLIO TASK**

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| Criteria for assessment | SatisfactoryYes No | | Comment |
| **The following has been submitted for assessment:** | | | |
| Assessment Sheet (signed & fully completed) |  |  |  |
| Portfolio website (zipped & to specifications) |  |  |  |
| **Marking Criteria (for each product document/s supplied):** | | | |
| **Part 1 – Client Brief Review**  Assessment Documentation | | | |
| 1. Learner has confirmed the most appropriate markup standard to build the website in accordance with the client’s needs |  |  |  |
| 1. Learner has listed at least ONE (1) other web development standard, other than the markup language, that should be followed in accordance with the brief requirements |  |  |  |
| 1. Learner has summarised and listed at least THREE (3) features that the finished build of the website must incorporate |  |  |  |
| 1. Learner has briefly explained the concepts of HTTP & HTTPS, and how they relate to the functionality of their website |  |  |  |
| 1. In accordance with additional client requirements, learner has listed at least TWO (2) accessibility standards that should be adhered to, on final completion of the website |  |  |  |
| 1. The learner has researched & demonstrated knowledge of a wide array of standards relating to web development, access and equity |  |  |  |
| 1. The learner has adequately identified relevant legal, regulatory and industry standards relating to access and equity |  |  |  |
| 1. The learner has demonstrated a clear understanding of the client brief and prepared a well-organized summary, using precise language to convey explicit information and client business requirements, with reference to the appropriate mark-up language |  |  |  |
| **Part 2 – Website Planning**  Assessment Documentation | | | |
| 1. In accordance with the brief, learner has confirmed the use(s) of the website and potential types of users of the website |  |  |  |
| 1. The learner has identified the main layout webpages of the website and determine the purpose of their document structure |  |  |  |
| 1. Based on the website structure identified in Question 2, learner has illustrated webpage hierarchy by designing the wireframe for at least ONE (1) webpage |  |  |  |
| 1. Learner has confirmed at least TWO (2) different users, who would use this website, with particular accessibility requirements. |  |  |  |
| 1. Learner has created a checklist to indicate how the website will provide accessibility to the two user groups, in line with industry requirements and web development standards |  |  |  |
| 1. Learner has correctly defined the necessary document structure and incorporated elements as required |  |  |  |
| 1. Learner has identified users with accessibility requirements and the issues they may encounter on the proposed website |  |  |  |
| 1. The learner has created an accessibility checklist which incorporates accessibility standards and requirements |  |  |  |
| **Part 3 – Prototyping Web Components**  Assessment Documentation | | | |
| 1. The learner has identified, evaluated and incorporated a prototype navbar component into a web document using a mixture of HTML & CSS techniques |  |  |  |
| 1. The learner has identified, evaluated and incorporated a prototype hero component into a web document using a mixture of HTML & CSS techniques |  |  |  |
| 1. The learner has identified, evaluated and incorporated a prototype form component into a web document using a mixture of HTML & CSS techniques |  |  |  |
| 1. The learner has documented component feedback & corrective actions received on presentation of the web components |  |  |  |
| 1. The learner has successfully met documentation and brief requirements and has achieved sign off for their web components with the assessor. |  |  |  |
| **Part 4 – Development of the Website**  Assessment Documentation | | | |
| 1. The learner has created & defined the structure and layout of the website, using the markup language, in accordance with brief requirements, as follows: 2. The website has a home page & TWO additional pages, being THREE (3) pages in total; 3. The website has implemented a user navigation menu and the navigation between the pages is consistent and clear; 4. The website has described the structure of its webpage sections using a mixture of semantic markup elements; and 5. The webpage elements have been broadly positioned in accordance with Part 1 & 2 specifications. |  |  |  |
| 1. Basic webpage elements have been created and assigned based on client brief requirements & accessibility requirements, as follows: 2. The website has implemented at least ONE internal link; 3. The website has implemented at least ONE external link; 4. At least **TWO** images are attached, in a suitable web format and size, with descriptive alt tags included; 5. The website has implemented at least ONE list; 6. The website has included ONE (1) table and must, at minimum, include "thead" and "tbody" sections in accordance with HTML standards; and 7. The website has included ONE (1) form **with at least TWO** fields, each with descriptive labels. |  |  |  |
| 1. The learner has confirmed that the styling, formatting and layout of the webpages have been implemented using CSS, in accordance with brief requirements, as follows: 2. The external stylesheet has been developed and populated with CSS and linked correctly to each webpage; 3. The website has been themed with at least three core colours: primary, complementary and branding; 4. At least one custom font has been imported into the stylesheet and applied to the webpages, with a websafe font included as a rollback; 5. At least ONE (1) section/area of the website has structured content across "two-columns" through the application of a float, flexbox or relevant display property. |  |  |  |
| 1. The learner has completed their initial website build through designing, creating and saving markup & stylesheet documents via an integrated development environment (IDE) |  |  |  |
| 1. The learner has used HTML markup language to create & structure each of the website's webpages, without automated generation of code |  |  |  |
| 1. The learner has Incorporated the required web page components, as specified in Question 1, into the web documents according to organisational procedures and guidelines |  |  |  |
| 1. The learner developed the website style and format using CSS, in a manner which achieved stylistic consistency across multiple webpages on the website |  |  |  |
| **Part 5 – Alpha-Build Website Accessibility**  Assessment Documentation | | | |
| 1. The learner has tested website for accessibility and made any required changes based on the outcomes, as follows: 2. The learner has confirmed that the document can be read without CSS style sheets being applied; 3. The learner has ensured that the pages are not dependent on color, and can operate in a monochrome environment; 4. The learner has ensured that non-text elements have a text equivalent, where feasible; 5. The learner has verified that the pages operate on a text-to-speech browser; 6. The learner has ensured the final UI is logical and accessible to the user, including actions such as using descriptive link text or using semantic HTML elements. 7. The learner has confirmed that the website is accessible for people with special needs, in accordance with measures outlined in Part 2, Question 4 |  |  |  |
| 1. On review of the website accessibility testing, the learner has confirmed: 2. The browser that was used to conduct the accessibility testing; 3. Another browser that could run the same accessibility tests; and 4. At least ONE (1) useful feature and ONE (1) limitation, when using it for website development |  |  |  |
| 1. The learner has selected and run various automatic testing tools and software to determine the level of accessibility compliance, in accordance with WCAG standards & organisational procedures outlined in the brief |  |  |  |
| 1. The learner has tested the site against automated tools and with different user groups in order to confirm the websites accessibility |  |  |  |
| 1. The learner has documented required changes and confirmed priorities based on the outcomes of the website accessibility testing, in accordance with the relevant WCAG standards |  |  |  |
| **Part 6 – Beta-Build Website Testing**  Assessment Documentation | | | |
| 1. The learner has validated the website against defined HTML and CSS standards & parameters, to ensure the webpages' final UI is logical and accessible to the user, as follows: 2. The learner has validated the HTML of the website & recorded the results, for at least ONE (1) webpage, in accordance with the W3C HTML Validator 3. The learner has validated the CSS of the website & recorded the results, for at least ONE (1) webpage, in accordance with the W3C CSS Validator |  |  |  |
| 1. The learner has measured the technical performance of the website, using in-browser automated testing tools, including: 2. Generating the technical performance measures of the website using Google Lighthouse; and 3. Briefly comment on the performance of the website, and provided an example of how a web developer could improve performance |  |  |  |
| 1. The learner has designed and implemented test cases against the website, to ensure the webpages reflect end user specifications, as follows: 2. The learner has tested the HTML website in two different browsers, recorded the result and made any necessary corrections 3. The learner has designed & conducted two tests for their HTML website, each test providing the (i) test conducted, (ii) the expected output of the test, (iii) success or failure outcome, and (iv) comments on test result and debugging |  |  |  |
| 1. The learner has selected on of the automated testing tools from Parts 4 or 5 and provided ONE advantage and ONE disadvantage of using the selected automated tool |  |  |  |
| 1. The learner has selected and run various automatic testing tools and software to ensure the generation of a well-formed and valid website, in accordance with W3C standards & organisational procedures outlined in the brief |  |  |  |
| 1. The learner has documented required changes and confirmed priorities based on the outcomes of the website accessibility testing, in accordance with the relevant W3C standards |  |  |  |
| **Part 7 – Final Build: Client Sign Off**  Assessment Documentation | | | |
| 1. The learner confirms the website is compliant with the accessibility checklist requirements and is accessible for people with special needs |  |  |  |
| 1. The learner has identified any relevant project gaps between the client brief and the completed website, and has addressed these with any necessary changes prior to final sign off |  |  |  |
| 1. The learner has confirmed that all client specifications and design requirements are met and finalised |  |  |  |
| 1. The learner has obtained client sign-off for the final build of the website |  |  |  |

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| Learner Acknowledgement and Cover Sheet | |
| **Academic 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. 5. For electronic submissions, by typing your name in the student signature field, you are accepting this declaration. | |
| **Learner name:** Van Minh Le | **Learner ID:** 100693330 |
| **Submission Date:** 24/03/2025 | |
| **Learner signature: Van Minh Le** | |
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| Section F – Feedback to Learner |
| **Has the learner successfully completed this assessment task?** Yes No |
| **Assessor feedback (as appropriate):** Insert feedback |
| **Resubmission allowed:** Yes No  **Resubmission due date:** Insert date |
| **Assessor name:** Insert name |
| **Assessor signature:** |
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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 & user for this assessment task. *The website the learner developers may be about or for any topic, company or community of the learner’s choice. As long as the website meets the requirements outlined in this project.*  This project has been divided into 7 key parts. Each part must be completed as per the instructions.  Part 1 – Client Brief Review  Part 2 – Website Planning  Part 3 – Prototyping Web Components (**Milestone**)  Part 4 – Development of the Website  Part 5 – Alpha-Build: Website Accessibility  Part 6 – Beta-Build: Website Testing  Part 7 – Final Build: Client Sign Off  **Client Brief Scenario**  You have recently been engaged in your capacity as a Junior Freelance Developer, to develop a product website on behalf of Hokkaido Tourism Pty Ltd (***known as “HT”***), a company specialising marketing tourism for the Hokkaido region in Japan. Having had difficulty of late driving tourists to the snowy, northern isle, they have approached you to develop a website that focuses on a particular feature or shop located within Hokkaido, that would encourage more people to come and enjoy their hospitality.  They have listed some examples of popular activities that could be used as the focus for the website: food, skiing, traditional shrines – **be as creative as you like and NOTE, the shop/activity that your website focuses on can be entirely hypothetical** (*do not spend time researching Hokkaido in detail*).  Importantly, HT would like you to create a website for one of these features/shops, that incorporates the requirements and features listed below.  **General Website Requirements**   * Home Page and at least **TWO (2)** additional pages, being **THREE (3) pages** in total * Website must have 2 columns in **at least ONE (1)** internal page/section * Original and consistent website colour scheme and style (*distinct from exemplar piece*) * Attempt to maintain a design methodology that is modern, simple and mimics trending website layouts * Fonts must be suitable for web design: web safe, local and/or google fonts * Development environment to build your website must be Visual Studio Code IDE (“code editor”) * Browser support: At least Chrome, Edge & Firefox   **Technical Standards, Accessibility Guidelines & Legal Requirements**   * HTML5 & CSS3 standards & modules are to be used to develop page structure, layout and design * Ensure correct use of HTML semantics & appropriate content flow, in accordance with W3C standards. * Website to incorporate examples of accessible web content, in accordance with web accessibility guidelines and standards (*including WCAG, WAI-ARIA, UAAG, ATAG*) * No requirement for JavaScript or scripting language * Sourced assets, icons & images must be used in accordance with attributed copyright   **Required Features Checklist**  Your website must have a consistent look and feel and include each the following:   1. A home page and **TWO (2) additional pages**, being **THREE (3) pages** in total; 2. A navigation menu; 3. Two columns on any internal page OR section; 4. An internal link (*for example, going to top of page*); 5. An external link (*for example, linking to social media page*); 6. At least **TWO** images are attached, in a suitable web format and size & using descriptive alt tags; 7. At least **ONE** list; 8. At least **ONE** table, with at least “thead” and “tbody” elements; 9. At least **ONE** form, with at least **TWO** fields and descriptive labels; 10. All styles and layouts contained in an **external CSS style sheet** 11. Website pages that have been tested in **at least TWO** browsers 12. Accessibility considerations in design and function 13. Website pages that have had HTML validated against W3C standards 14. Website pages that had the CSS tested and validated against W3C standards 15. Website pages built in accordance with relevant accessibility guidelines, outlined by W3C & WAI, including but not limited to WCAG, WAI-ARIA, UAAG, ATAG |

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| **Part 1 – Client Brief Review**  Assessment Documentation | | | | | | | |
| **Brief Review**  The first step for any web development project, is to clearly understand what the client wants for their website & to confirm required technologies & tooling, project “specs” and development restrictions (*what can and can’t you do in developing the website*).  For the questions below, ensure you read & review the client brief and then, answer the questions below. **Note – you will likely need to copy/paraphrase parts of the brief to form part of your answers below.** | | | | | | | |
| **Question / Criteria** | | | **Answer/satisfactory response** | | | | |
| 1. Confirm the **most appropriate markup standard** to build the website in accordance with the client’s needs | | | *HTML5, the latest standard of HyperText Markup Language (HTML), is well-supported for the structure, content, and accessibility of a website.*   * *It is well-optimized for SEO (Search Engine Optimization) and is easily accessible on all devices.* * *It supports semantic tags, which enhance accessibility, and is compatible with WCAG (Web Content Accessibility Guidelines) as well as other modern website standards.* | | | | |
| 1. **List** **at least ONE (1)** other web development standard, other than the markup language, that should be followed in accordance with the brief requirements | | | *CSS is another essential web development standard. It is used to define the interface, layout, and design of a website, ensuring a consistent look and feel across all pages.*   * *CSS helps create a modern interface by defining colour schemes, text fonts, flexible layouts, and ensuring responsiveness on mobile devices.* | | | | |
| 1. Summarise and **list at least THREE (3) features** that the finished build of the website must incorporate   *Important: Make sure to review the “****General Website Requirements****” in the brief above.* | | | * *Minimum of three pages. The website must include at least three pages: Homepage, Service Page, and Contact Page, ensuring essential information is provided.* * *Navigation Menu. A functional navigation menu must be implemented to allow easy transitions between different pages, improving user experience.* * *Two-Column Layout on an Internal Page. At least one internal page should have a two-column layout to display content effectively.* | | | | |
| 1. In accordance with additional client requirements, **list at least TWO (2)** accessibility standards/guidelines that should be adhered to, on final completion of the website | | | * *WCAG (Web Content Accessibility Guidelines): Ensure content is accessible to all users, including those with disabilities.* * *WAI-ARIA (Web Accessibility Initiative - Accessible Rich Internet Applications): Support screen reader users with proper roles and attributes for interactive elements.* | | | | |
| 1. The brief requires that the site must be built in accordance with “HTTP” and “HTTPS”.   Briefly explain:   1. what these acronyms stand for; and 2. how the website will interact with these protocols | | | ***a. “HTTP” & “HTTPS” Meaning*** | | | | |
| * + - * + *HTTP - HyperText Transfer Protocol. It is used to transfer data over the internet.*         + *HTTPS - HyperText Transfer Protocol Secure, It is an encrypted version of HTTP, ensuring secure communication between the user and the website.* | | | | |
| ***b. How will the website interact with HTTP*** | | | | |
| *The website will use HTTP for regular, non-sensitive data transfers, such as displaying content.*  *However, it will switch to HTTPS for secure transactions, such as logging in or processing payments, to ensure data security and encryption.* | | | | |
| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to observe your presentation of your review of the client brief and demonstrate the following skills:* | | | | | | | |
| **Skills to be observed during this task to the required standard.** Checklist (To be completed by the learner’s facilitator)The following tasks are to be completed in relation to Part 1 – Client Brief Review. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | | **Satisfactory** | |
| **Yes** | **No** |
| 1. The learner has researched & demonstrated knowledge of a wide array of standards relating to web development, access and equity | | | | | |  |  |
| 1. The learner has adequately identified relevant legal, regulatory and industry standards relating to access and equity | | | | | |  |  |
| 1. The learner has demonstrated a clear understanding of the client brief and prepared a well-organized summary, using precise language to convey explicit information and client business requirements, with reference to the appropriate mark-up language | | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | | *Alex Bicknell* | **Date** | *11.03.2025* | |

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| **Part 2 – Website Planning**  Assessment Documentation | | | | | | | | |
| **Planning Ahead of the Website Build**  Once we understand our development restrictions, we can begin sketching/mapping out how our website will look. It is always important to draft up items such as **wireframes**, **prototypes**, expected **content flow** and **users** & listing features that may need adaption for users that require **accessibility**.  Further, many clients typically like to sign off on the plan before progressing to the build, in order to provide feedback on any items that do not meet specification – you will need to do so here as well. | | | | | | | | |
| **Question / Criteria** | | | | **Answer/satisfactory response** | | | | |
| 1. In accordance with the brief:    1. confirm the designed use / purpose of the website; and    2. list **at least THREE (3)** potential users of the website (*e.g. students, researchers, doctors, etc.)* | | | | **A. Purpose** | | | | |
| *The website will introduce Hue, Vietnam travel, aiming to attract tourists by showcasing various attractions and activities in the region.* | | | | |
| **B. Potential Website Users** | | | | |
| * *Visitors who want to discover Hue, Vietnam.* * *Local businesses looking to advertise their services.* * *People interested in Vietnamese culture and seeking places to visit in Vietnam.* | | | | |
| 1. In accordance with the client’s specifications, confirm **the names/purpose** of the **THREE (3)** **webpages** you need to build | | | | * *Homepage (index.html): A general introduction to Hue travel, providing visitors with an overview of the region’s attractions.* * *About us: Information about the company (history, services…)* * *Contact Page: Provides contact information for users to book services or ask for further details.* | | | | |
| 1. Based on the website structure identified in above Question 2, illustrate webpage hierarchy by designing the wireframe for **at least ONE (1) of these webpages**.   **Important reminder:** A wireframe should be a visual representation of what the webpage will look like, highlighting key features such as navbar, header section, main article section(s) and the footer. Wireframes generally are done in greyscale with no colour (*see below for example*):  *A picture containing diagram  Description automatically generated* | | | |  | | | | |
| 1. Reflecting on Question 1, confirm **at least TWO (2) different users** with accessibility requirements, who may end up using and interacting with this website | | | | *Identifying 2 Groups of Users with Special Needs:*   * *People with Visual Impairments (require screen reader support).* * *Colour blind People (need colour schemes that are easy to distinguish).* | | | | |
| 1. **Following on from Question 4**, create an accessibility/useability checklist in accordance with WCAG, to ensure areas of the website address the user needs above. You must provide **at least THREE (3) points** on your checklist to incorporate into your build.   **Important reminder:** The checklist is meant to be a list of features that the web developer must implement to help users with accessibility requirements – you may reference points, you wish to include, on this [example list provided here](https://www.a11yproject.com/checklist/). | | | | *Accessibility Checklist:*   * *Provide alt text for images so screen readers can read them.* * *Ensure high colour contrast to support people with colour blindness.* * *Use easy-to-read fonts with appropriate size to assist people with visual issues.* | | | | |
| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to observe your presentation of your website planning and demonstrate the following skills:* | | | | | | | | |
| **Skills to be observed during this task to the required standard.** Checklist (To be completed by the learner’s facilitator)The following tasks are to be completed in relation to Part 2 – Website Planning. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | | **Satisfactory** | |
| **Yes** | **No** |
| 1. The learner has correctly defined the necessary document structure and incorporated elements as required | | | | | |  |  |
| 1. The learner has identified users with accessibility requirements and the issues they may encounter on the proposed website | | | | | |  |  |
| 1. The learner has created an accessibility checklist which incorporates accessibility standards and requirements | | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | | *Alex Bicknell* | **Date** | *11.03.2025* | |

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| **Part 3 – Prototyping Web Components**  Assessment Documentation | | |
| ***Web Components Build***  For each of the following parts, you must design **THREE (3) “web component prototypes”**, being a combination of HTML & CSS to form a modular piece of UI, to the documents requirements.  On completion of all **THREE (3)** Web Components, you must:   * provide at least **ONE (1) screenshot** of each completed component rendered in the browser AND **ONE (1) screenshot** of the code snippet for the component (*TWO in total*) * meet with the “client” (the assessor); * present and evaluate your components against the brief requirements; and * record relevant feedback in **Question #,** in respect of your components, to obtain sign off. | | |
| **Question / Criteria** | **Complete / Not Complete** | **Evidence of Completion** |
| * + - 1. **Develop the Navbar UI Component** | | |
| Description: A navbar, which is commonly contained inside the header element, commonly displays the name or logo of the website company and must function to allow the user to navigate to other webpages within the website. |  | *< Screenshot of finished prototype component>*    *< Screenshot of code snippet >*  **Html file:**    **CSS file:** |
| Broad Design Concept: The component should broadly follow the prototype designed below (*the image does NOT need to be the same*):  **A screenshot of a web page  Description automatically generated** |
| *Suggested ideas for component:*   * **Logo** does not need to be generated – the name of the website (*of your choosing*) can be used as a placeholder * **Box-model** approach should be followed including Logo Section and Links Section can be horizontally placed either using floats or flexbox * **Font** should at minimum include a websafe font & at least a viewable colour and size (*minimum 14px*) * **Links** must be clickable, but as there are no other webpages, the href can be set to “#” in all cases. |
| * + - 1. **Develop the Hero UI Component** | | |
| Description: Hero components are standard modern web sections, which is often the first thing the user sees. It typically sits just below the navbar, takes up a large portion of the screen & advertises key information on the product offering. |  | *< Screenshot of finished prototype component>*    *< Screenshot of code snippet >*  **HTML file:**    **CSS file:** |
| Broad Design Concept: The component should broadly follow the prototype designed below (*the image does NOT need to be the same*): |
| *Suggested ideas for component:*   * **Box-model** approach to be used – where height of hero section can be “600px” / “100vh” & background of box can be a colour or local image of your choosing (*if using an image, suggest darkening the image in a photo editor*) * **Font & text** should appear contrasted against background & should include h1, p & anchor elements. * **Links** must be clickable, but as there are no other webpages, the href can be set to “#” in all cases (*& can be styled to look like a button*) |
| * + - 1. **Develop the Web Form Component** | | |
| Description: A web form is a critical component for capturing user interaction and user inputs. It is the primary way web developers capture information about the user and/or their preferences. Every form must have at least one input, one descriptive label & a submit button. |  | *< Screenshot of finished prototype component>*    *< Screenshot of code snippet >*  **HTML file:**    **CSS file:** |
| Broad Design Concept: The component should broadly follow the prototype designed below (*the image does NOT need to be the same*):  **A screenshot of a contact form  Description automatically generated** |
| *Suggested ideas for component:*   * **Box-model** approach to be used – where height of hero section can be “600px” / “100vh” & background of box can be a colour or local image of your choosing (*if using an image, suggest darkening the image in a photo editor*) * **Font & text** should appear contrasted against background & should include h1, p & anchor elements.   **Links** must be clickable, but as there are no other webpages, the href can be set to “#” in all cases (*& can be styled to look like a button*) |
| * + - 1. **Demo Feedback:** List **at least ONE (1)** piece of feedback on your component/s, provided by the assessor, that you can implement in your website build in Part 4. |  | *Component feedback listed below (minimum* ***ONE*** *point):*   * *Add a container to the form to help align content horizontally (as shown during our session)* * *Think about trying to center align the footer content, as it is a little “left-aligned”* * *Make sure to include a table element into your application for Part 4 ☺* |

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| **MILESTONE: PLANNING & PROTOTYPING – DUE SESSION 5** | | | | | | |
| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to observe your presentation of your early component prototypes and demonstrate the following skills:* | | | | | | |
| **Skills to be observed during this task to the required standard.** **Checklist (To be completed by the learner’s facilitator)** The following tasks are to be completed in relation to Part 3 – Prototyping Web Components. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | **Satisfactory** | |
| **Yes** | **No** |
| * + - 1. The learner has successfully met documentation and brief requirements and has achieved sign off for their web components with the assessor. | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | *Alex Bicknell* | **Date** | *11.03.2025* | |

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| **Part 4 – Development of the Website**  Assessment Documentation | | |
| ***Website Build Time!***  It is now time to begin developing your website! Ensure your design aligns with client requirements as outlined in Parts 1 and 2. Further, **important tips to consider** whilst building the website for your client include:   * ensure design consistency between pages, using same/similar fonts, consistent spacing and complementary colours; * ensure each page is accessible by the user; and most importantly * ensure you meet the brief requirements by ticking off & providing relevant screenshots for the questions below. | | |
| **Question / Criteria** | **Complete** | **Evidence of Completion** |
| * + - 1. **Create and define the structure of the website’s layout using the specified markup language, in accordance with brief requirements, as follows:** | | |
| 1. The website has a home page & TWO (2) additional pages, being **THREE (3) pages** **in total**.   **Insert ONE (1) screenshot** of these three .html files, in your IDE, to show the names of the required webpages. |  | *< Insert* ***code*** *screenshot of IDE .html webpage files >* |
| 1. Website has implemented a navigation menu and the navigation between the pages is consistent and clear.   **Insert** **ONE (1) screenshot** of the functional navigation bar. |  | *< Insert screenshot of navbar >* |
| 1. The website has described the structure of its webpage sections using a mixture of semantic markup elements.   **Insert** **ONE (1) screenshot** of your code, that shows the use of at least ONE semantic element. |  | *< Insert* ***code*** *screenshot of semantic elements>* |
| 1. The webpage elements have been broadly positioned in accordance with Part 1 & 2 specifications.   **Insert** **at least ONE (1) screenshot** of a completed webpage. |  | *< Insert screenshot of a webpage >* |
| * + - 1. **Basic webpage elements have been created and assigned based on client brief requirements & accessibility requirements, as follows:** | | |
| 1. The website has implemented **at least ONE (1)** internal link |  | *< Insert screenshot of internal link >* |
| 1. The website has implemented **at least ONE (1)** external link |  | *< Insert screenshot of external link >* |
| 1. At least **TWO (2)** images are attached, in a suitable web format and size, with descriptive alt tags included |  | *< Insert* ***code*** *screenshot of image 1 >*    *< Insert* ***code*** *screenshot of image 2 >* |
| 1. The website has implemented **at least ONE (1)** list |  | *< Insert screenshot of list >* |
| 1. The website has implemented **at least ONE (1) table** and must, at minimum, include **“thead” and “tbody” sections** in accordance with HTML standards. |  | *< Insert screenshot of table >* |
| 1. The website has implemented **at least ONE (1)** form, with **at least TWO (2) fields**, each with descriptive labels. |  | *< Insert screenshot of web form >* |
| * + - 1. **Confirm the styling, formatting and layout of the webpages have been implemented using CSS, in accordance with brief requirements, as follows:** | | |
| * 1. The external stylesheet has been developed and populated with CSS and linked correctly to each webpage.   **Insert ONE (1) screenshot** of an HTML webpage, with the link element that references your external CSS stylesheet. |  | *< Insert* ***code*** *screenshot of CSS link element >* |
| * 1. The website has been themed with at least three core colours: **primary**, **complementary** and **branding**.   State the **hexcode** of at least **THREE (3)** colours that make up your website theme, according to its priority. |  | **Primary Colour (70% of website)** |
| ***Primary Color:******Seagreen*** *(#2E8B57) – Used for buttons, navigation highlights, and important accents.*  *< Record your hexcode here >* |
| **Complementary Colour (25% of website)** |
| ***Complementary Color: White*** *(#FFFFFF) – Used for backgrounds, text highlights, and sections to provide contrast.*  *< Record your hexcode here >* |
| **Branding Colour (5% of website)** |
| ***Branding Color:******Gray Shades*** *(#5C5C5C, #888888, #333333) – Used for text and minor UI elements.*  *< Record your hexcode here >* |
| * 1. **At least ONE (1) open-source web font** (*non-websafe*) has been imported into the stylesheet and applied to the webpages, with a websafe font included as a rollback.   **Insert ONE (1) screenshot** of the CSS import of the font & a declaration applying the font & websafe font to the website. |  | *Another*    *< Insert* ***code*** *screenshot of font import & declaration applying font >* |
| * 1. **At least ONE (1) section/area** of the website has structured content across “two-columns” through the application of a float, flexbox or relevant display property.   **Insert ONE (1) screenshot** of EITHER the CSS declaration creating the column **OR** a screenshot of the webpage that shows two columns has been created. |  | *< Insert* ***code*** *screenshot of the float/flexbox declaration >*  ***OR***    *< Insert screenshot of the created two-column >* |

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| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to observe your presentation of your early website build and demonstrate the following skills:* | | | | | | |
| **Skills to be observed during this task to the required standard.** Checklist (To be completed by the learner’s facilitator)The following tasks are to be completed in relation to Part 4 – Development of the Website. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | **Satisfactory** | |
| **Yes** | **No** |
| * + - 1. The learner has completed their initial website build through designing, creating and saving markup & stylesheet documents via an integrated development environment (IDE) | | | | |  |  |
| * + - 1. The learner has used HTML markup language to create & structure each of the website’s webpages, without automated generation of code | | | | |  |  |
| * + - 1. The learner has Incorporated the required web page components, as specified in Question 1, into the web documents according to organisational procedures and guidelines | | | | |  |  |
| * + - 1. The learner developed the website style and format using CSS, in a manner which achieved stylistic consistency across multiple webpages on the website | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | *Signature* | **Date** | *Insert Date* | |

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| **Part 5 – Alpha-Build: Website Accessibility**  Assessment Documentation | | | | |
| **Post-Build Stage 1: Accessible Design**  Congratulations on completing the initial build of your website!  However, for web developers, our job is not complete on completing the first cut – we must ensure that the build meets various standards and rules, to allow users to interact with the site without issue.  The first core pillar is to ensure our website meets minimum accessibility standards, being “A level”, as outlined by WCAG. As a reminder, the WCAG outlines three levels of compliance:   * A: Essential * AA: Ideal Support * AAA: Specialized Support   We ideally want to meet at least A or AA standard for the website as a whole – and the following checks will be completed to ensure this. | | | | |
| **Accessibility Checklist Requirement** | **Testing Tool** | | **Completed** | **Evidence of Functional Accessibility** |
| 1. **ACCESSIBILITY:** Each of the following questions will require you to test a part of your website against a required accessibility standard.   Ensure you test your website with each of the listed automated tools, and where your website does not meet the standard, **state the adjustments made your website** where appropriate to satisfy the testing tool.  **NOTE: For the purposes of testing, you are only required to complete each test against ONE (1) of your website’s webpages.** | | | | |
| a. The website can be **read without CSS stylesheets** being applied | **Browser DevTools,** Elements Pane | |  | *< Insert screenshot of webpage with no CSS >* |
| b. The webpages have been designed with **colour contrast levels** to at least a WCAG “AA Level”, and can operate in a monochrome environment if needed | [**Adobe Colorizer,**](https://color.adobe.com/create/color-contrast-analyzer) Contrast Checker | |  | *< Insert screenshot of color contrast test >* |
| c. The website has **text equivalents for non-text elements**, where feasible.  *For example – this can include alternative text on images, descriptive labels in forms & aria-labels for non-text buttons.* | **Browser DevTools,** Elements Pane | |  | *< Insert* ***code*** *screenshot of a text equivalent for non-text element >* |
| d. The website’s webpages can operate successfully on **a text-to-speech browser** | [**“Read Aloud”,**](https://chromewebstore.google.com/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiaplp?pli=1) Text-to-Speech Extension | |  | *< Insert screenshot of text-to-speech output >* |
| e. The website’s final **UI is logical** and accessible to the user, including using descriptive link text or using semantic HTML elements. | **Browser DevTools,** Elements Pane | |  | *< Insert* ***code*** *screenshot of logical UI example >* |
| f. The website has specifically built-in elements which provide accessibility to **the** **users listed as part of the accessibility checklist in Part 2, Question 4**. | **Browser DevTools,** Elements Pane | |  | *< Insert screenshot of accessibility test that conforms with Part 2 >*  *< State what* ***accessibility*** *aspect is being tested >*  *The provision of the alternative text for image (“alt” attribute), that helps user about screen reader when website without image.*      *The color contrast level between text and background at least a WCAG “AA Level, that text is readable for color-blind users.*      *The website was tested to ensure is readable for color-blind users.*    *On Chrome browser*        *Tested On Firefox browser* |
| 1. **BROWSER ACCESSIBILITY:** On review of the testing above (*in particular, Questions 1(b) and 1(d)*), confirm: | | | | |
| **Question / Criteria** | | **Answer/satisfactory response** | | |
| 1. Which browser did you use to conduct and completed all the accessibility testing? | | ***Chrome and Microsoft Edge***  *< Record your browser here >* | | |
| 1. List **at least ONE (1)** other browser that could also complete these tests. | | ***Firefox browser***  *< Record your other browser here >* | | |
| 1. For either web browser, **provide ONE (1) useful feature** and **ONE (1) limitation**, when using it for website development | | **Useful Browser Feature** | | |
| *Chrome DevTools has a "Lighthouse" tool that helps assess a website's accessibility, providing insights into improvements for users with disabilities.*  *< Record your answer here >* | | |
| **Limitation of Browser** | | |
| |  | | --- | |  |  |  | | --- | | *Chrome lacks a built-in strong color blindness simulator like Firefox, making it harder to test color accessibility for visually impaired users.* |   *< Record your answer here >* | | |

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| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to observe your presentation of your alpha-website build and demonstrate the following skills:* | | | | | | |
| **Skills to be observed during this task to the required standard.** Checklist (To be completed by the learner’s facilitator)The following tasks are to be completed in relation to Part 5 – Alpha-Build: Website Accessibility. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | **Satisfactory** | |
| **Yes** | **No** |
| 1. The learner has selected and run various automatic testing tools and software to determine the level of accessibility compliance, in accordance with WCAG standards & organisational procedures outlined in the brief | | | | |  |  |
| 1. The learner has tested the site against automated tools and with different user groups in order to confirm the websites accessibility | | | | |  |  |
| 1. The learner has documented required changes and confirmed priorities based on the outcomes of the website accessibility testing, in accordance with the relevant WCAG standards | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | *Signature* | **Date** | *Insert Date* | |

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| **Part 6 – Beta-Build: Website Testing**  Assessment Documentation | | |
| **Post-Build Stage 2: Validation & Testing**  With accessibility covered, we now need to ensure the website meets the general needs of users, and in particular, adheres to HTML & CSS standards as well as being free from bugs and UI glitches.  Each of the following questions will require you to test a part of your website against the HTML & CSS standards & their specifications.  Ensure you test your website with the listed tools, where relevant, and where your website does not meet the standard, **state the adjustments made** **your website** where appropriate to satisfy the testing tool: | | |
| **Question / Criteria** | **Complete / Not Complete** | **Evidence of Completion** |
| 1. **VALIDATION: The learner has validated the website against defined HTML and CSS standards & parameters:** | | |
| * 1. The learner has validated the HTML of the website & recorded the results, **for at least ONE (1) webpage**, in accordance with the [**W3C HTML Validator**](https://validator.w3.org/#validate_by_upload) |  | *< Insert screenshot of HTML validation result >* |
| * 1. The learner has validated the CSS of the website & recorded the results, **for at least ONE (1) webpage**, in accordance with the [**W3C CSS Validator**](https://jigsaw.w3.org/css-validator/#validate_by_upload) |  | *< Insert screenshot of CSS validation result >* |
| 1. **PERFORMANCE: The learner has measured the technical performance of the website, using in-browser automated testing tools:** | | |
| * 1. **Using** [**Google Lighthouse**](https://developer.chrome.com/docs/lighthouse/overview) **in the Google Chrome DevTools**, generate the technical performance measurements for your website |  | *< Insert screenshot of Google Lighthouse result >* |
| * 1. Briefly comment on the performance of your site and **provide ONE (1) example** of how a web developer could improve the performance of their website |  | **Comments on Website Performance** |
| *Firstly, my website uses a lot of images with large sizes and high quality. Additionaly, the largest contentful paint element takes 2,740 ms, which is not ideal.*  *< Record your response here >* |
| **How to Improve Website Performance** |
| *I need to preload this image and reduce its size and quality appropriately to improve performance.*  *<head>*  *<link rel="preload" href="./img/Hue-hero.jpg" as="image">*  *</head>*    *< Record your answer here >* |
| 1. **FUNCTIONALITY: The learner has designed and implemented test cases against the website, to ensure the webpages reflect end user specifications:** | | |
| * 1. Test the HTML of the website **in TWO (2) different browsers**. Record the results and any necessary corrections made where functional problems occurred.   You must include at minimum **ONE** **(1)** screenshot for each browser displaying the website & label which browsers were used. |  | **Corrections Required?** |
| *No corrections required*  *< Record your response here >*  *(if no corrections, state “no corrections required”)* |
| **Successful Browser Tests (x2)** |
| *Chrome Browser*    *Microsoft Edge Browser*    *Firefox Browser* |

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| * 1. Test your HTML website for any errors to required debugging.   Below you will need to **design & complete at least TWO (2) tests**, each providing the (i) test conducted, (ii) expected output of the test, (iii) success / failure and (iv) comments on test result and debugging.  **Template tests that could be conducted have been provided, as examples - you may need to *MODIFY* these:** | | | | | |
| **Test Design** | **Expected Output** | | **Correct Function** | | **Comment on Test** |
| **Yes** | **No** |
| **Test:** That each of the internal links in the navigation bar go to the designated webpage | *Expect the website to navigate to the home, about and contact page* | |  |  | Actual Output: When clicking the navigation links, each one correctly directed to the respective page.  Debugging Steps: If any link did not work, I checked the anchor tag’s href attribute to ensure the URLs were correctly defined and fixed any broken links. |
| **Test:** That the external link going to a social media page, correctly navigates to the required website | *Expect when user clicks on link on the home page, it will navigate to Facebook, Instagram, Twitter.* | |  |  | Actual Output: Clicking the link successfully opened the Facebook,Instagram, Twitter website in a new tab.  Debugging Steps: If the link did not open correctly, I verified the href attribute had the correct URL (https://........) and that the "target='\_blank'" attribute was included to ensure it opened in a new tab. |
| **Question / Criteria** | | **Answer/satisfactory response** | | | |
| 1. **Choose ONE (1)** of the testing tools used across Part 4 and Part 5.   On review, provide at least **ONE (1) advantage** and **ONE (1) disadvantage** when using the selected tool. | | **Chosen Testing Tool** | | | |
| *Chrome Browser*  *< Record your response here >* | | | |
| **Advantage** | | | |
| *Browsers give you immediate feedback when clicking links, checking page loads, and verifying layout issues. It’s an easy way to see if something isn't working as expected.*  *< Record your response here >* | | | |
| **Disadvantage** | | | |
| *Some CSS or JavaScript features may render differently in other browsers like Safari or Firefox.*  Example:  .container {  display: flex;  justify-content: space-between;  gap: 20px;  }  **gap property for flexbox is not supported on Safari 14** | | | |

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| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to observe your presentation of your beta-website build and demonstrate the following skills:* | | | | | | |
| **Skills to be observed during this task to the required standard.** Checklist (To be completed by the learner’s facilitator)The following tasks are to be completed in relation to Part 6 – Beta-Build: Website Testing. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | **Satisfactory** | |
| **Yes** | **No** |
| 1. The learner has selected and run various automatic testing tools and software to ensure the generation of a well-formed and valid website, in accordance with W3C standards & organisational procedures outlined in the brief | | | | |  |  |
| 1. The learner has documented required changes and confirmed priorities based on the outcomes of the website accessibility testing, in accordance with the relevant W3C standards | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | *Signature* | **Date** | *Insert Date* | |

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| **Part 7 – Final Build: Client Sign Off**  Assessment Documentation | | | | | | | |
| **Sign Off**  Assessment Documentation  *You will need to organise with your facilitator to review your final website build and obtain feedback. You will need to present and explain your code & program structure, as well as collate all necessary ancillary documentation.* | | | | | | | |
| **Skills to be observed during this task to the required standard.** Checklist (To be completed by the learner’s facilitator)The following tasks are to be completed in relation to completed project, in accordance with the client brief requirements. Each of the skills must be observed on at least one occasion by the facilitator. | | | | | **Satisfactory** | |
| **Yes** | **No** |
| 1. The learner confirms the website is compliant with the accessibility checklist requirements and is accessible for people with special needs. | | | | |  |  |
| 1. The learner has identified any relevant project gaps between the client brief and the completed website and has addressed these with any necessary changes prior to final sign off. | | | | |  |  |
| 1. The learner has confirmed that all client specifications and design requirements are met and finalised. | | | | |  |  |
| 1. The learner has obtained client sign-off for the final build of the website. | | | | |  |  |
| **Assessor Name** | *Alex Bicknell* | **Assessor Signature** | *Signature* | **Date** | *Insert Date* | |