Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**CertHE Computing Skills for Workplace**		
Module:	**Introduction to Web and Database Concepts**		
Module code:	**ACCA4023**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:		**Internal Verifier:**	**Sadhana Jha**
Assignment Title:	**HTML & CSS Web Development**	**Word count (or equivalent):**	**2000**
Submission deadline:	Friday [Week 10]14/08/2026 by 2.00 pm	**Return date of provisional marks & written feedback:**	Friday, September 4, 2026
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Demonstrate a systematic understanding and application of the fundamental concepts, technologies, and standards required for building and rendering web pages.

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis. Only for bibliography, using tools to summarise, compare and interrogate materials	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

AI tools may be used responsibly to support your learning. They should help you better understand concepts, not complete work on your behalf. All submitted work must be your own and reflect your personal understanding.

In order to demonstrate your understanding of the standards, concepts, principles and practice required in the implementation of websites, you are required to complete the tasks outlined below.

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Task 1: Design and hand-code a website using web standards (40%)

1. Design and hand-code a responsive website that is made up a reasonable number of relevant and related pages using web standards. (a minimum of 3 pages).

You can code it in raw HTML/CSS from scratch, or you can base it around a framework such as CSS Grid or Bootstrap etc. However, you must demonstrate your own design and customisation. You must **not** use a design package such as Dreamweaver that generates the code for you.

Possible examples of websites include a site:

- for an organisation of your choice (which may or may not be fictitious in nature)
- to promote a personal interest or hobby, a favourite band, a town/city, etc.

2. Create a single, compressed .zip file containing your completed Website files and upload to the specific upload link provided on Moodle. Your website should be viewable 'stand-alone' on any PC simply by the user clicking the initial index.html file and should not rely on any development environment such as visual studio being installed.

Task 2: Report (60%)

Submit a report detailing your design decisions, implementation process, and evaluation of your website.

You are also required to produce a specification report containing relevant documentation describing your research and web development work. This should be a **single Word document file** following the typical assignment report format with the following sections:

1. Title Page

Containing your name, student number, course and the module name and the date

2. Table of Contents:

Outlining all other sections making up the report

3. 'Introduction' section

An abstract: a short summary description of the contents of the report

4. 'Requirements' section:

A brief introduction to the website, describing its purpose, subject matter and the intended target audience.

5. 'Implementation' section:

Use something like the 'snip tool' and Include Screen grabs of all the pages of the completed website (not the code).

***Note**: If any of the pages are very long, it is okay to provide a cropped view showing a reasonable amount of content.*

Validation

You should validate both your HTML and CSS code of your completed website and provide the validation results. If you had any errors, provide a brief description of how you corrected the error. Where you are unable to correct the error, give a description of what you suspect the cause is. Please do not describe every single error in cases of repeated errors – a general statement will do!

The validators can be found at:

- HTML(http://validator.w3.org/) - you are only required to validate the HTML of your home page
- CSS(http://jigsaw.w3.org/css-validator/) – you are only required to validate your website's main CSS

6. 'Evaluation' section:

a. Website usability, accessibility, and search engine optimisation are all very important when analysing the quality of a website. Research each of these terms and describe each term and its role in web development in detail. For each term, your discussion should include at least one example of a relevant research study from a peer reviewed journal or conference paper relating to the term. For each example, summarise the study and its key findings.

You can use the university's library website to assist you with finding academic references, or alternatively, some example websites you can use to find related studies include IEEE Explore, ACM Digital Library, etc.

b. Provide an evaluation of your completed website as follows:

- Usefulness (usability and utility): Taking into consideration the design of your website, evaluate its utility (functionality), usability (look and feel and ease of use), and content (information) and provide recommendations for future improvements.
- Search Engine Optimisation (SEO): Document the on-page SEO techniques applied to your website with examples of where and how these have been applied.
- Accessibility:

With reference to WCAG 2.1, evaluate and briefly discuss the accessibility of your implemented website with respect to the four main principles that provide the foundation for web accessibility. Examples of tools that may help you include the following (note – these are suggestions only and you are not required to use all of them!)

- Visual Studio
- http://contrastchecker.com/
- http://juicystudio.com/services/luminositycontrastratio.php
- Browser Extensions (mostly work in Google Chrome and Firefox):
  - aXe: The Accessibility Engine
  - WAVE: Web Accessibility Evaluation Tool
  - Tota11y: an accessibility visualization toolkit
  - AI Inspector Sidebar (Firefoxonly)

c. Compare **two live websites** that serve similar functions (e.g., online stores, news platforms, university sites) focusing on usability, accessibility, SEO, and mobile responsiveness. Choose recognisable and accessible examples (e.g. bbc.co.uk, gov.uk, argos.co.uk etc..).

Area	Description
Usability	Compare layout, navigation, readability, and user experience
Accessibility	Use one accessibility tool to evaluate both (e.g. WAVE or axe); relate to WCAG 2.1
SEO	Compare meta tags, titles, alt attributes, and heading structures
Mobile Friendliness	Compare mobile display using browser tools or physical devices
Conclusion	Reasoned judgment on which site is better overall

7. References:

Here you will list the information sources (e.g. relevant journals, books, online sources and articles) that you have consulted and cited in the main body of your report. Use the IEEE referencing format.

8. Appendices

Cut and paste copies (text listings) of all your HTML and CSS at the end of your report. (remember that appendices don't contribute to the word count, so don't worry of the total size of the report ends up being fairly large because of the listings!)

Reminder - Submission

You are required to complete the tasks outlined in the 'Task Description' section and to submit two separate files to two different links:

1. An **electronic** version of your Report via the **Turnitin** link on Moodle
2. A single .zip file containing all the HTML/CSS/Media content directories for your website work to the separate upload link on Moodle (**NOT** the Turnitin link!)

Please check the integrity of your files **before** uploading them:

i.e. double check you can open the Word document and that it's the final, correct version.

Also, take your .zip file, (preferably transfer it to a separate computer! As a minimum, transfer it to a subdirectory on a different drive), make sure it can be unzipped, and check all the directories/files have recreated themselves properly and the main .html file will call up and render all your web pages correctly. (note that a number of students run into problems here – make sure you have used relative addressing, not absolute addressing when you address/hyperlink to your files etc – see your PowerPoint notes for details)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Refer below*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Refer below*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Refer below*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Refer below*

5. Transferable Skills for Life and Professional Practice
Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Refer below*

Guidance specific to this assessment:

Assignment Marking Scheme

1. Engagement with Literature Skills (20%)

Marks will be awarded based on you demonstrating your engagement with literature skills as follows:

- Your research of website usability, accessibility, and search engine optimisation under the evaluation section.
- The use of appropriate reference sources to support your work.
- The correct use of the appropriate citation/referencing convention

2. Knowledge and Understanding Skills (15%)

Marks will be allocated based on your knowledge and understanding of Web standards as demonstrated by the outcome.

3. Cognitive and Intellectual Skills (15%)

Marks will be allocated based on interpretation of your validation and web accessibility testing, and overall evaluation of your implemented website.

4. Practical Skills (40%)

Marks will be awarded based on the appropriate use and quality of Web standards (HTML and CSS) implemented in the website. The overall design of the Website, including the design (creativity and look and feel), usability (functionality) and content (information) will also be taken into account.

Note:
You may be required to provide a demonstration of the implemented website.

5. Transferrable Skills for Life and Professional Practice (10%)

Marks will be awarded based on the written and presentational quality of the report. This will be assessed based on the:

- Readability of the report.
- Written quality, including spelling and grammar and the use of appropriate formal language.
- Structure and presentation of the report.
- Inclusion of all the requested material – listings in the appendices, screengrabs etc.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	material. Substantial inaccuracies.	and/or irrelevant material.		but lacks depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	problem-solving in particular contexts and proposes mostly appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH