



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

LEVEL/ LEFEL 5

MODULE CODE/ COD Y MODIWL: ACCC5004
WEB DEVELOPMENT

ASSESSMENT TYPE/ MATH O ASESU: COURSEWORK

ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: 1&2

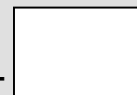
COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: ASSIGNMENT 1 (50%) &
ASSIGNMENT 2 (50%)

WORD COUNT/ NIFER Y GEIRIAU: N/A

MODULE TUTOR / TIWTOR Y MODIWL: Suneth Fernando

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student P Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**



School of Applied Computing ASSIGNMENT SPECIFICATION

Programme:	BSc Cloud Computing		
Assignment Title:	Assignment 1 (50%) & Assignment 2 (50%)		
Hand Out Date:	2 nd Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus
Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
<u>Late submission will result in a late penalty mark, as follows:</u> Up to four weeks late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline (Academic Quality Handbook 2016/17 7.5 (5))			

Learning Outcomes tested (from module syllabus)

1. Evaluate the concepts, principles, technologies and techniques used in the development of web applications.
2. Design and implement web applications using server-side programming language(s) to resolve a range of web-based problem scenarios.

TASK DESCRIPTION

Develop a basic Student Course Registration Management website which supports dynamic content using server-side programming language.

Business rules:

A university is planning to design and implement a web-based student course management system and they are planning to implement the following services.

- Students should be able to register for a Level 4 CertHE course (two courses), which they are interested in (CertHE in Skills for the workplace and Health and Social Care,) and each course has 8 modules. A student can register only one course. Once the student is registered for a course, the admin validates the application. In relation to each module, student needs to pass the assessment

and grade is provided accordingly. Student can re-sit a failed module a maximum of two times. Student can claim the certificate once he/she completes all of the module of the course.

The site should include the following:

1. Data should be stored in an appropriate normalized database.
2. The website should connect to the database in order to retrieve content and display it on web pages.
3. Course and module details need to be displayed in course page. Further a search bar can be placed to find course details without login to the system.
4. Site should have a common login page for users (Student and Admin) and this can be done by setting up user levels and login details need to be validated and allow user to move respective pages (admin page and student page)
5. Admin page (Admin can add, edit and delete course details and validate applications of students)
6. Student Page (student should be able to amend his/her personal details and retrieve course details which he/she registered)

Task 2:

You are also required to provide a 'Report' with your implementation. It is essential that you demonstrate your research activities. Each report section must refer to any sources that have contributed to your understanding of the topic (i.e. relevant journals, articles, books, tutorials and online sources). The report should be approximately 2000 words (excluding title page, table of contents, references and appendices) and it should largely adhere to the structure and format specified below:

1. A 'Title Page' outlining:
 - Name, course and module name.
2. A 'Table of Contents' outlining:
 - All other sections making up the report.
3. A 'Research' section:
 - There are a number of PHP programming models/frameworks available for developers to implement web applications/solutions. You are required to describe and provide a critical evaluation of these programming models.
4. An 'Introduction' section outlining:
 - A description of the website application and its intended application.
5. A 'Testing' section:
 - Appropriate test documentation to demonstrate that you have verified that your implemented application is working.
Note: Appropriate screenshots and code extracts should be used to illustrate your explanations.
6. An 'Evaluation' section outlining:
 - Reflect on the implemented website application and identify consideration for deploying your application as a real world application, as well as recommendations for future improvements to the application.
7. A 'References' section outlining:

- Any information sources (e.g. relevant journals, books, online sources and articles) that you have consulted.
8. An 'Appendix' section outlining:
- Screenshots of the pages of the submitted Website (not code).

Note: The students need to demonstrate their work in the allocated presentation slot.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Task 1: 100 marks

Marks will be awarded for the development of a functional and working solution (Task 1) as follows:

- Overall quality, including usability and relevance (practicality) of the implemented Web application (35%)
 - Data Display and interactive queries (10 %)
 - Implementation of an appropriate and properly normalised database, CRUD Operations (35%)
 - Validation (20%)
- ### Task 2: 100 marks
- Research-informed Literature (25%) ○ Marks will be awarded based on the quality of the research informed work documented in the Research section of the submitted report.
 - Knowledge and Understanding of Subject (30%) ○ Response to questioning during demonstration session
 - Analysis (10%) ○ Marks awarded for Analysis will be based on the quality of the documented Testing section of the Portfolio report.
 - Practical Application and Deployment (25%) ○ Marks awarded based on the evaluation section in the portfolio report
 - Skills for Professional Practice (10%) ○ Skills for Professional Practice will be assessed based on the written and presentational quality of the Portfolio report.

BACHELORS COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.

5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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