



**Teesside University School of  
Computing, Engineering & Digital  
Technologies**

**Business with Technology BSc Hons**

**In course Assessment (ICA)**

**Web Development- CIS1057-N**

**Design Documentation**

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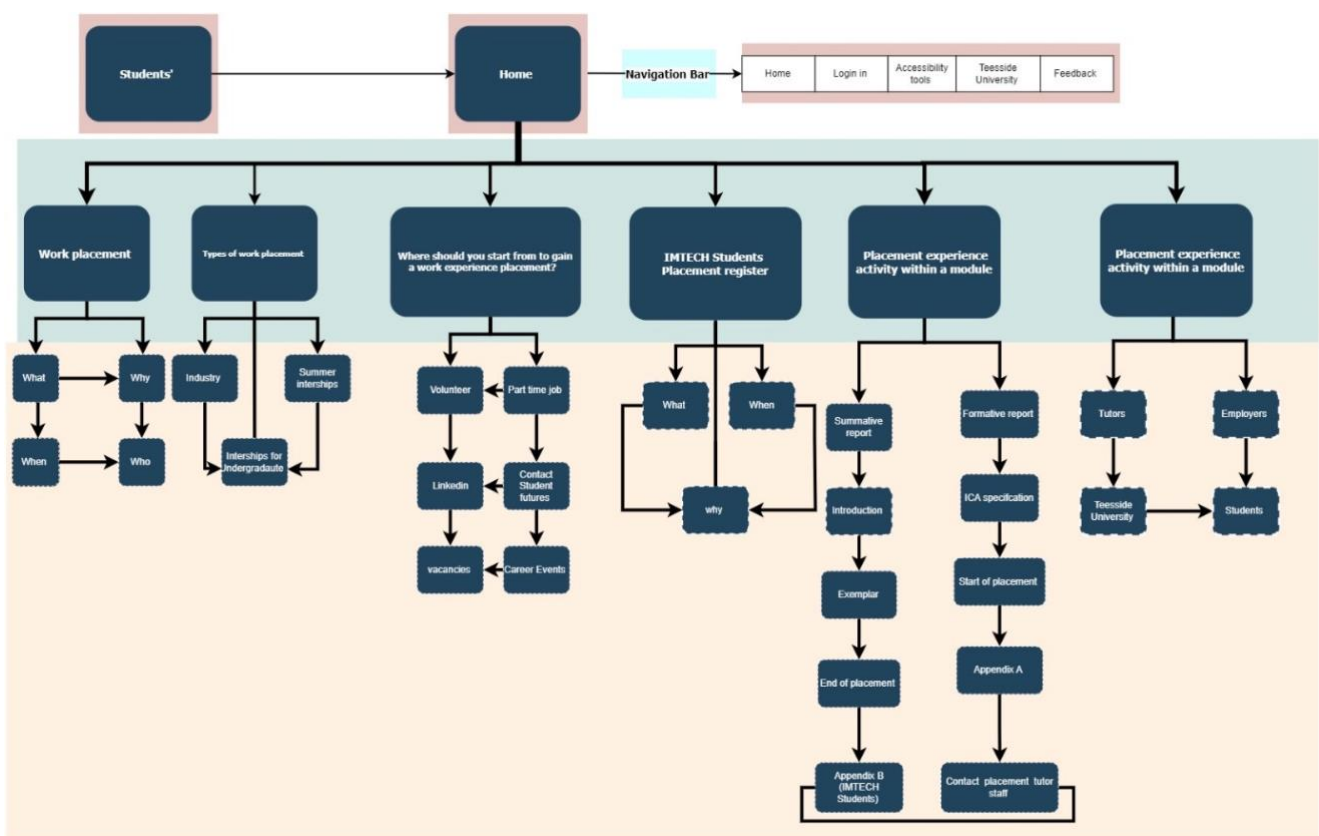
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# Site Architecture of the Student Future microsite

The site architecture of the student future placement will be layout to build for mobile and then will be adapted to desktop for the users of the site. The site architecture will have a strong experience within the search engines rankings as well as help distribute pages effectively to the students at Teesside university.

## Site architecture Map linear diagram

Graphic of the static website of the student futures placement microsite. This will show each element and how each heading will connect and interact with audience in a linear decision process.



Continue to next page for Site Architecture Structure

# Site Architecture Structure

---

The Site Architecture structure of the microsite for the student futures page will need to have a correct structure for the end users' and will need to be reflective on the personas as discussed within the requirements.

The structures pattern approach will be using within this microsite will be the following:

- Hierarchical
- Linear

## Hierarchical

The hierarchical structure will help narrow down the complexity of the content and web structure, this will be easy to display to the end users of the mobile Doug, G et al, (2022). Furthermore, it will be correlated against the accessibility of the microsite due to the user are familiar with this structure with the content.

## Linear

The linear structure will help take more of an approach of a narrative pathway to the end users through the information (Fanguy et al., 2020). I will mainly apply this approach towards the description which undertakes a small narrative through each section of the microsite. This will help give an authentic representation of the site to Teesside University student futures placements department.

## The overall objective of the Site Architecture structure

- ✓ Easy to guide navigation menu
- ✓ User friendly URL and domain
- ✓ Implantation of Back links
- ✓ Keep the Hierarchical and linear structure throughout the microsite.
- ✓ The internal pillar cluster of an inertial linking model
  - Internal links to direct to other pages or details
  - Secondary navigation such as separate menus, side bars for mobile.

**Continue to next page for Page layouts of the student Futures Microsite.**

## Page Layouts of the Student Future microsite

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The page layouts will have an organised wireframe designed to mobile and desktop for the microsite. These wireframes will have a full scope of works with all elements of designs to showcase the end product of the student future work placements microsite.

To generate these ideas for the page layouts, I first drew on a piece of paper to generate the flow of ideas for the designs and referred back to the requirements to understand the end personas' perspective of using the site (Stoeva, 2021). Next, I found all the assets and organised attributes and organised in a systematic approach to collating all the ideas onto the wireframes.

The use of software came into play to build these wireframes of each element of the microsite for the student futures department of Teesside University. I used an application called Adobe Photoshop and Adobe XD (Rae.M, 2021) for the sizing of mobile and desktop size and based the outcome. Furthermore, this helped with processing my ideas from paper to see the work on a digital platform on both Mobile and desktop platforms.

### **Outline Criteria for Microsite for the Design layout for Mobile and desktop platforms:**

#### **Content**

- The inventory of the content on the page
- Visual and content hierarchy
- Continuity within the content and flow for the audience purpose definition.

#### **Performance**

- Intuitive and straightforward on a mobile and desktop platform.
- Users can interact on a microsite in an interactive way
  - Easy to use when using a finger on the device
- No hover motions or glitches.
- Cross-platform on multiple search engines that are readily available on mobile and a desktop machine.
- Image optimisation between cross-platform devices and search engines when users are accessing the microsite.

**The page layouts of the wireframes Using Bootstrap5 for the microsite within the student futures microsite are continued onto the next page.**

# Using Bootstrap 5 for microsite within the Student Futures Microsite

---

I will be using a form of Bootstrap 5 to match the criteria of the microsite on both device platforms such as Mobile and desktop been the main objective of this microsite and accessibility of the microsite been the main concern for the client and reach students on both device platforms.

The Bootstrap5 that I will be using Bootstrap v5.1.3 from the following (Thornton & Otto, 2022)

The Bootstrap that has been used within the microsite is compliant to my requirements documentation within the following areas:

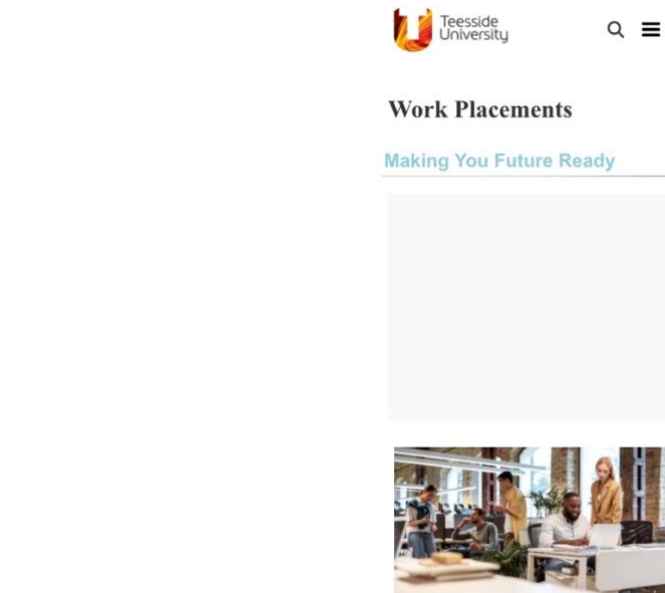
- ✓ **Audience**
- ✓ **Personas of the microsite**
- ✓ **Constraint analysis**
- ✓ **Accessibility**
- ✓ **Marketing analysis**
- ✓ **Backlink's analysis**

I will be using this bootstrap for the response feature to adjust on both devices on mobile and desktop application. Secondly, it is suitable and confirms for mobile first core framework. Thirdly, the cross comparability across browsers such as chrome, Firefox, safari, Microsoft edge and opera (GitHub, 2020). Final due it been a small project and the limited amount of time on the microsite, as a developer it will make the code within html, CSS be less hassle for the developer and reduce the number of small errors that can be made within the code. Furthermore, the customize ability of using bootstrap can help myself as a developer as they are arrays of templates that will conform to good standard of HTML and CSS (Sarda, 2022).

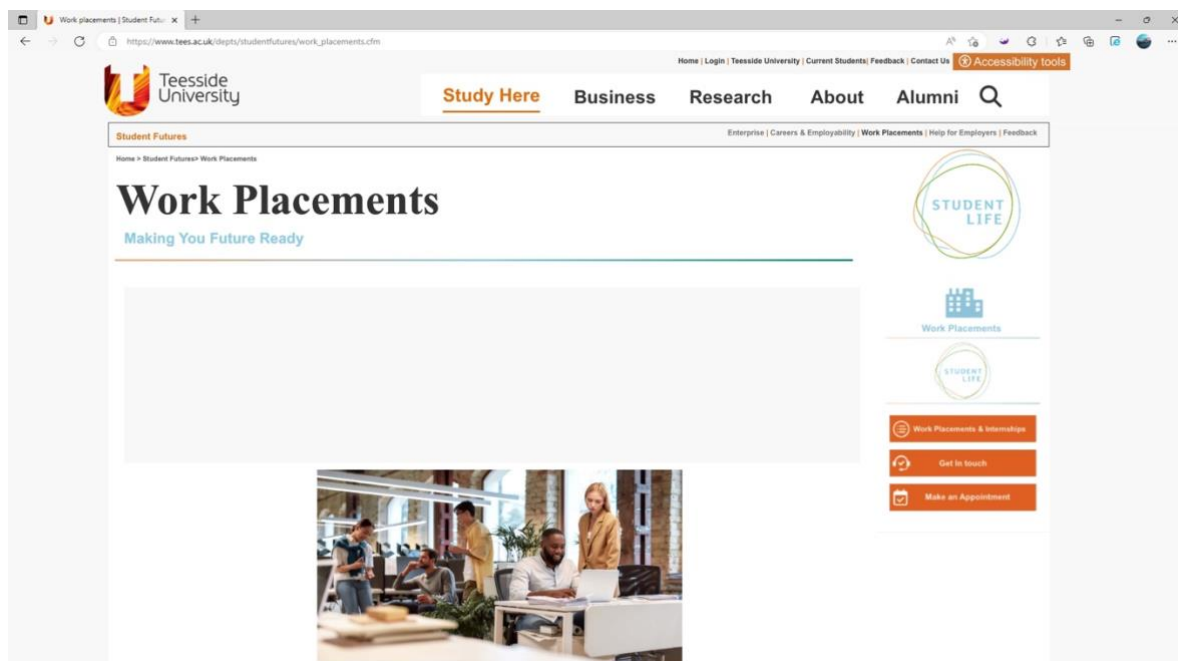
**The page layouts of the wireframes of both Mobile and desktop platforms are continued onto the next page.**

## 4.5: Homepage/ Work placements

### Mobile Layout



### Desktop Layout



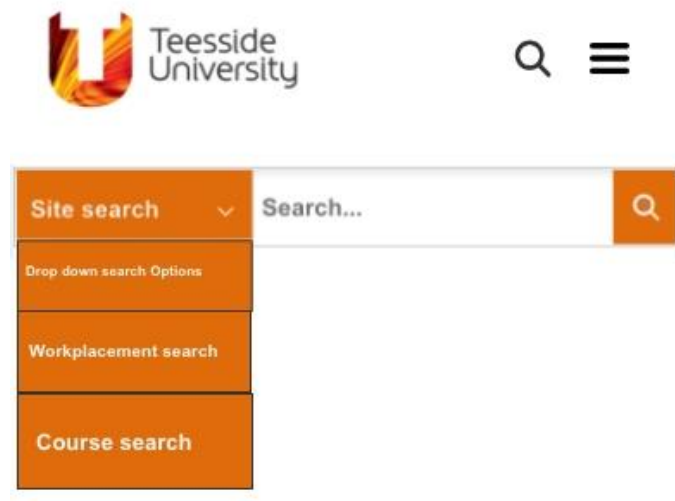
Continue to next Page for Search Navigation Layout.



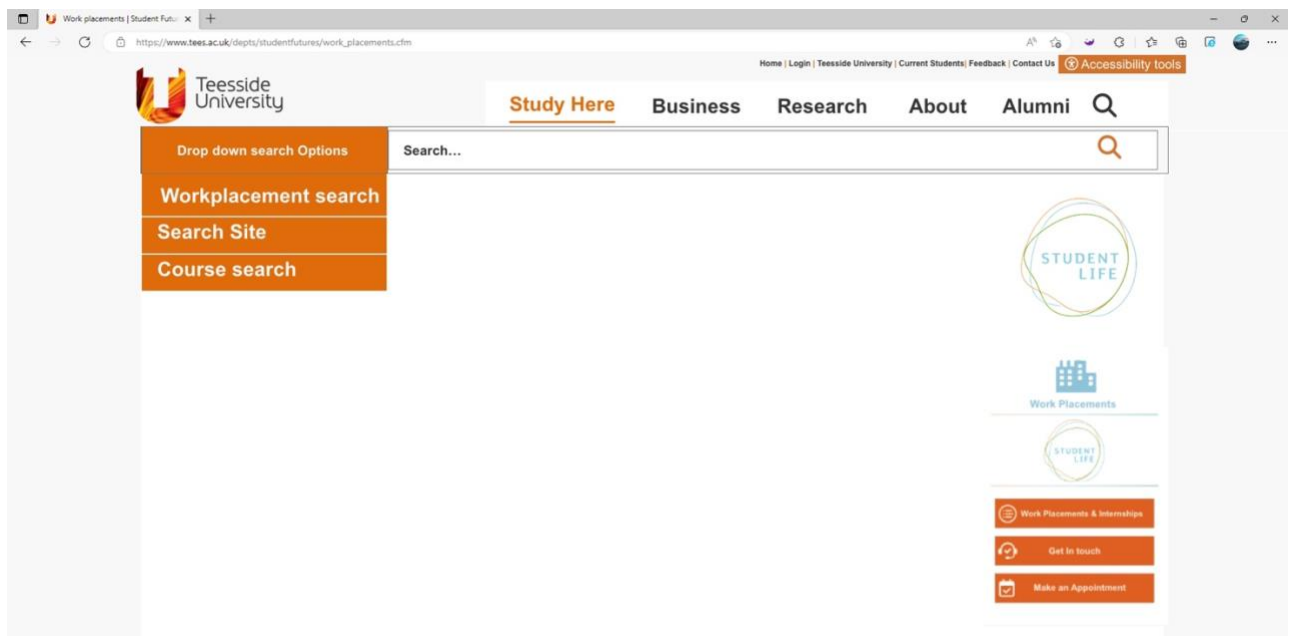
## 4.6 Search Navigation

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### Mobile Layout



### Desktop Layout

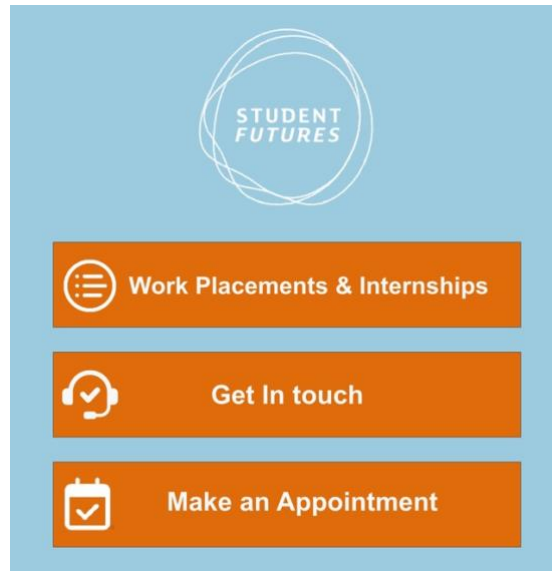


Continue to next page for Right-handed Side Layout.

## 4.7 Right Hand sided Desktop graphics

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### Mobile Layout



### Desktop Layout



Continue to next Page for Types of Work placements Layout.

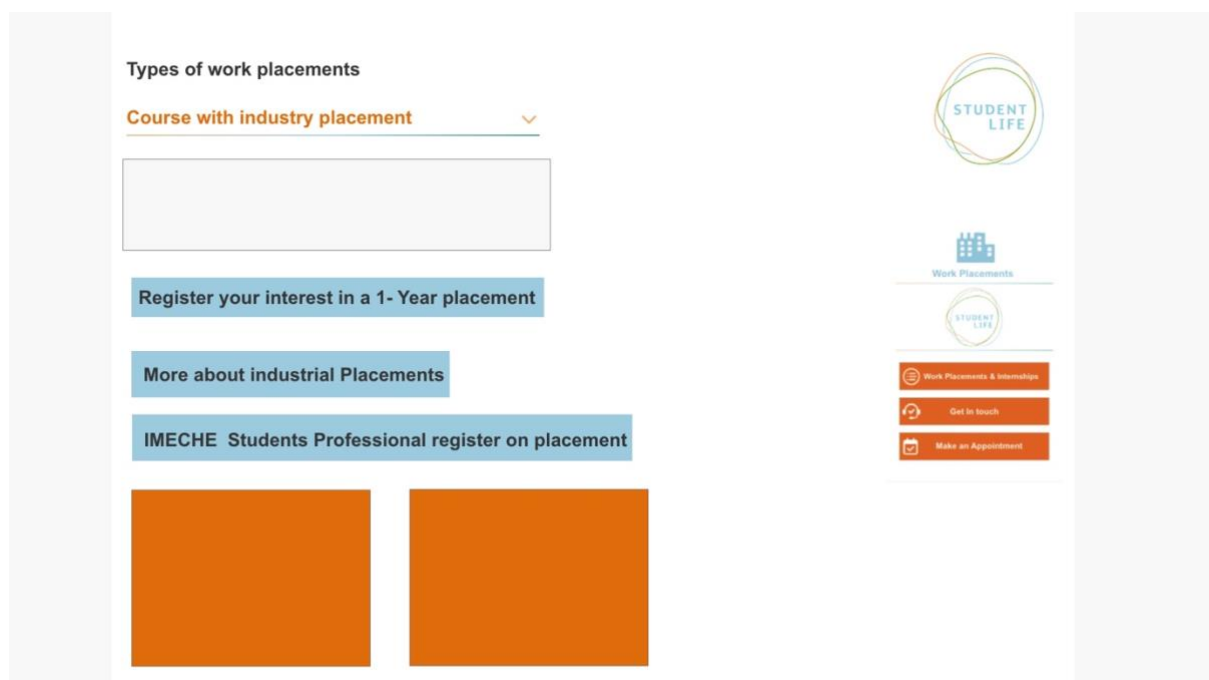
## 4.8 Types of work placements

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### Mobile Layout



### Desktop Layout

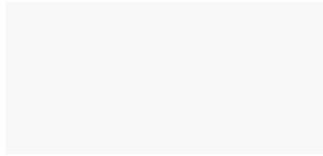


Continue on to next Page for Summer internships Layout

## 4.9 Summer internships

### Mobile Layout

#### Summer internships



You can watch the student futures website for full details.



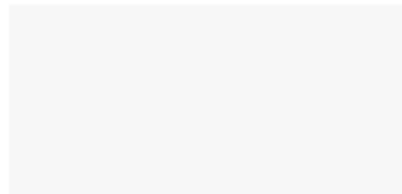
#### Where Should you start from to gain a work placement experience ?

##### Part time Job

##### Professional Profile Linkedin

Talk to the friendly student future team about you options

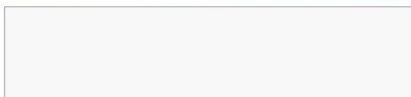
##### Volunteering



Talk to people who do the jobs that you are interested in.

### Desktop Layout

#### Summer Internships



You can watch the student futures website for full details.



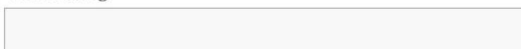
#### Where Should you start from to gain a work placement experience ?

##### Part time Job

##### Professional Profile Linkedin

Talk to the friendly student future team about you options

##### Volunteering



Talk to people who do the jobs that you are interested in.



Work Placements



Work Placements & Internships

Get In touch

Make an Appointment

Continue on to next Page for Placement experience activity with module Layout

## 4.10 Placement experience activity with module

### Mobile Layout

Placement experience activity with module

Formative Assessment ▾

Appendix A: Supervisor & Peer Review template

Summative Assessment ▾

Element 1: Presentation (30%)

Element 2: Summative report ( 70%)

Element 3: MDPS Assessment report is Only applicable to (IMechE Students)

### Desktop Layout

Placement experience activity with module ▾

Formative Assessment ▾

Appendix A: Supervisor & Peer Review template

Summative Assessment ▾

Element 1: Presentation (30%)

Element 2: Summative report ( 70%)

Element 3: MDPS Assessment report is Only applicable to (IMechE Students)

STUDENT LIFE

Work Placements

Work Placements & Internships

Get in touch

Make an Appointment

Continue on to next Page for Academic Tutors Visits

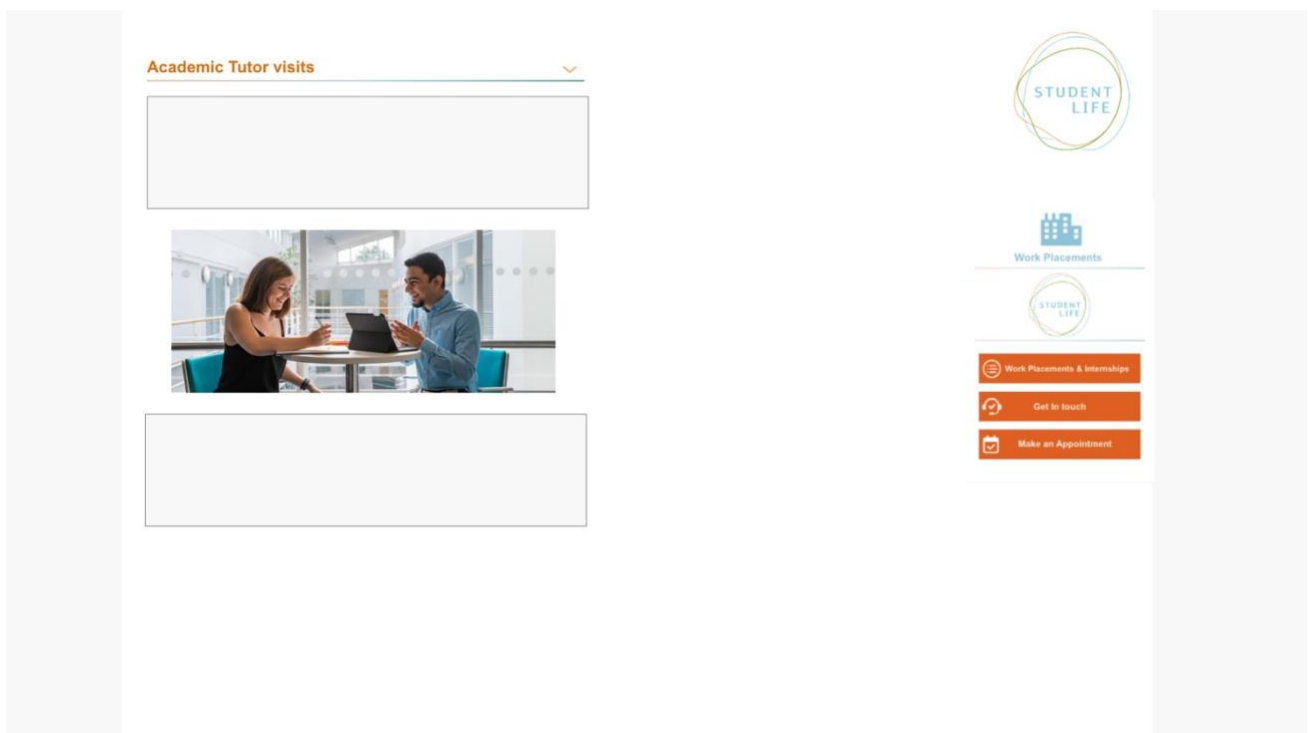
## 4.11 Academic Tutors visits

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### Mobile Layouts



### Desktop Layouts



**Continue on to next Page for Industrial 12-month placements Visits Layout**

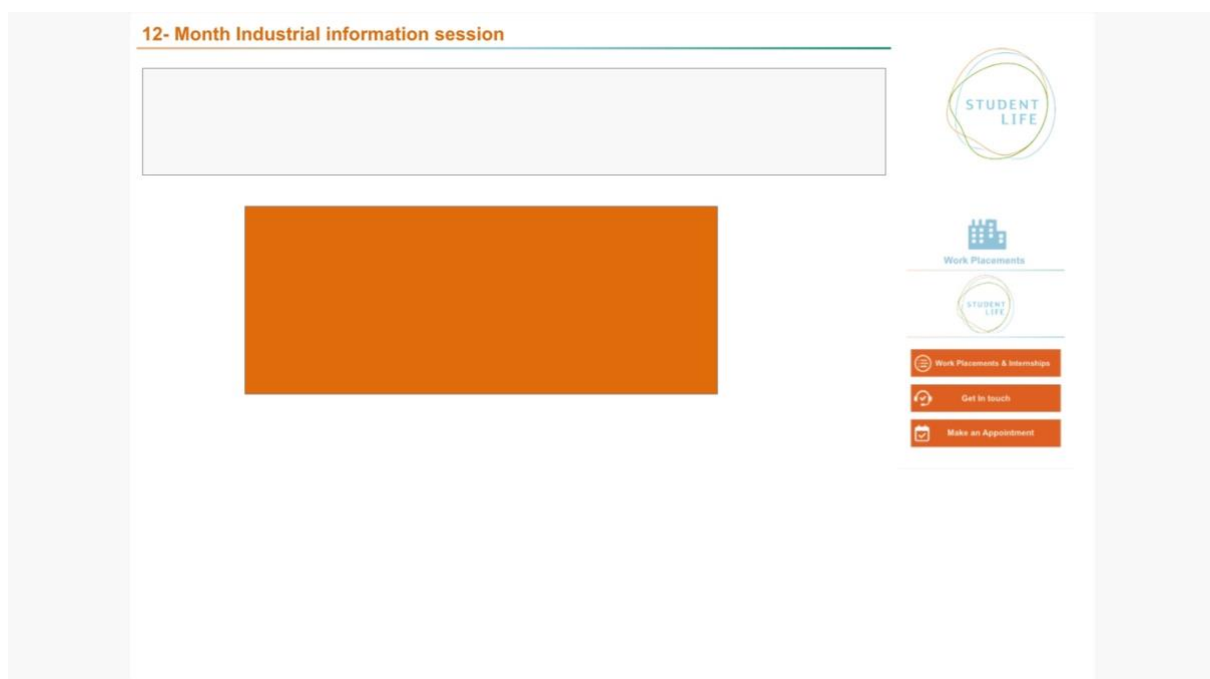
## 4.12 Industrial 12 Month placements

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### Mobile Layouts



### Desktop Layouts



Continue to the next Page for The Roles & Responsibilities of placement Layout

## 4.13 The roles & responsibilities on placement

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### Mobile Layouts

#### The Roles & Responsibilities on placement

##### Academic Tutors ▾

##### Students on Placement ▾

##### Employers ▾







### Desktop Layouts

## The Roles & Responsibilities on placement ▾

### Academic Tutors ▾

### Students on Placement ▾

### Employers ▾

  
  
Work Placements  
  
 Work Placements & Internships  
 Get In Touch  
 Make an Appointment

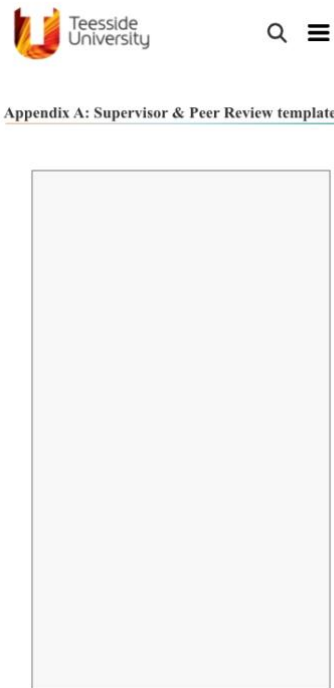
Continue on to next Page for Appendix A: Supervisor & Peer Review Template Layout



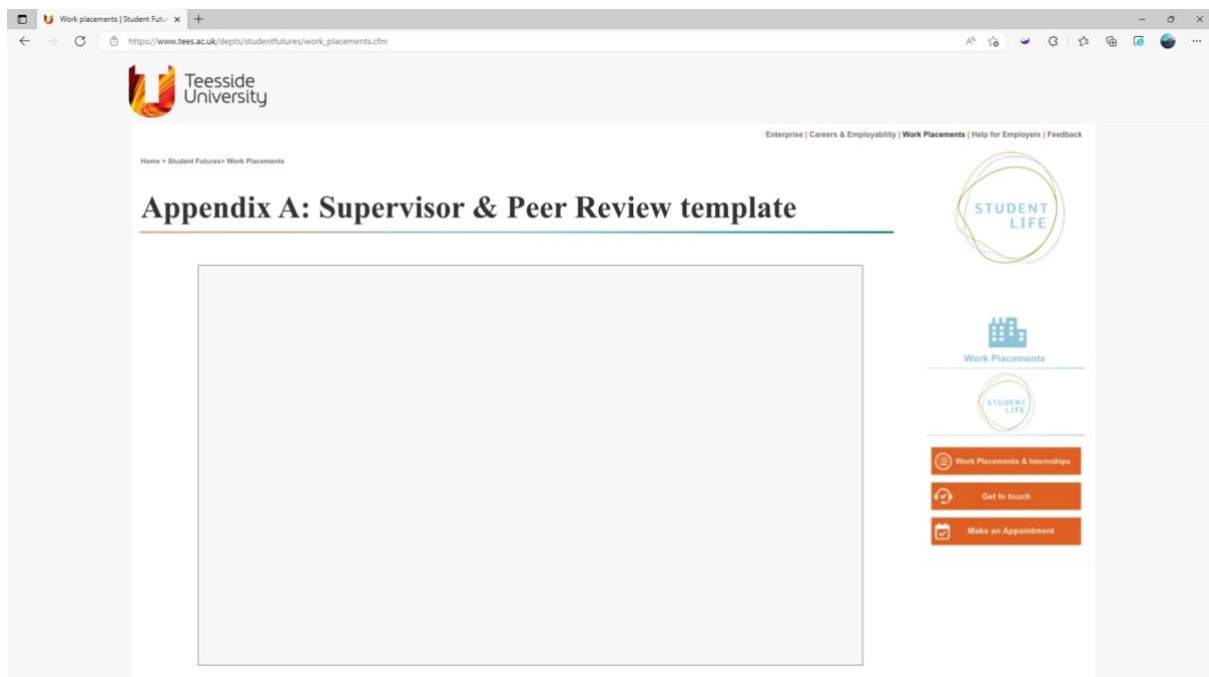
## 4.14 Appendix A: Supervisor & Peer Review Template

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### Mobile Layouts



### Desktop Layouts



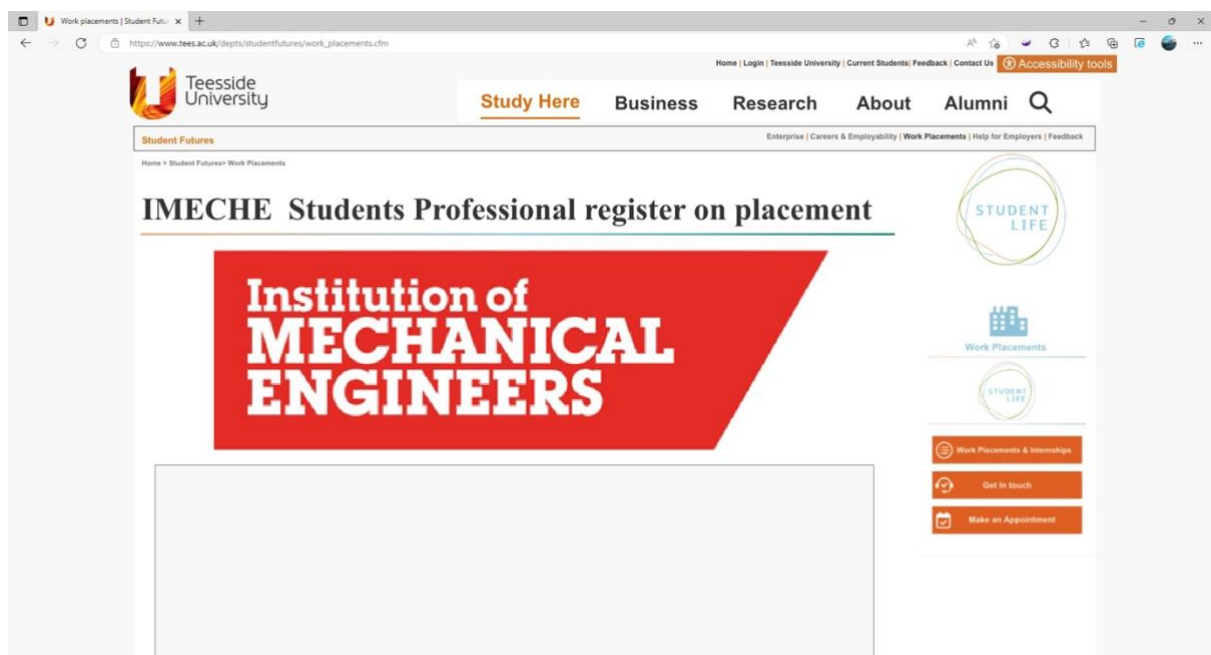
**Continue on to next Page for IMECHE Student professional register on placement Layout**

## 4.15 IMECHE Student professional register on placement

### Mobile Layouts



### Desktop Layouts



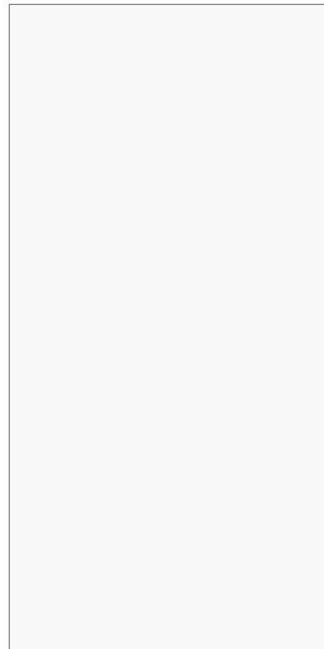
Continue on to next Page for Element 1: Presentation Layout

## 4.15 Element 1 : Presentation

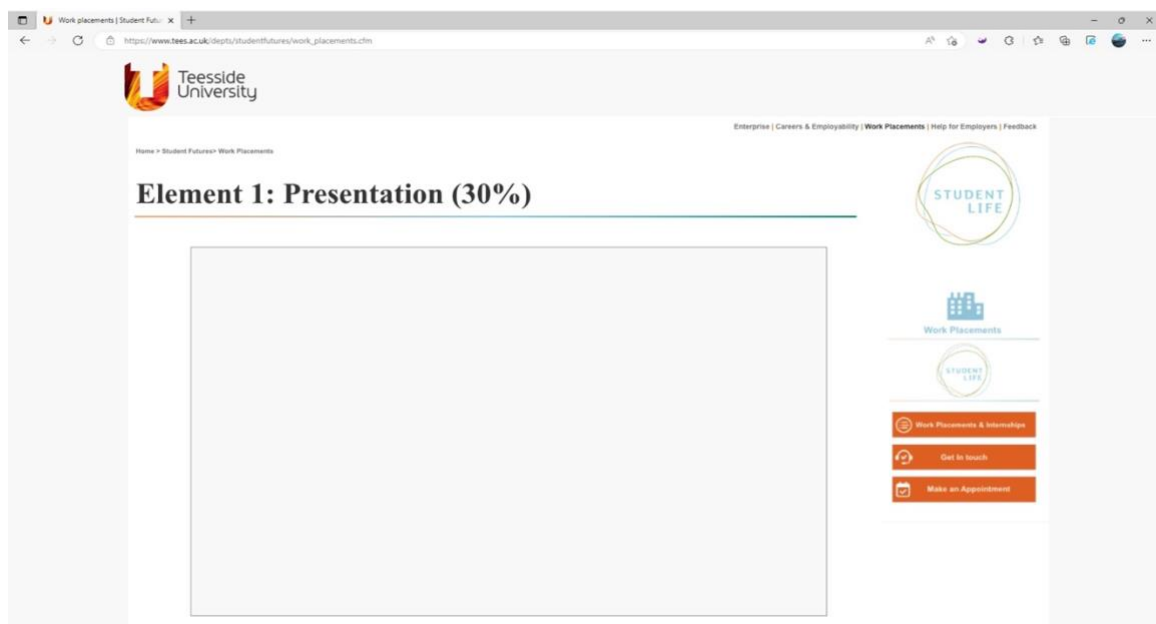
### Mobile Layouts



#### Element 1: Presentation (30%)



### Desktop Layouts

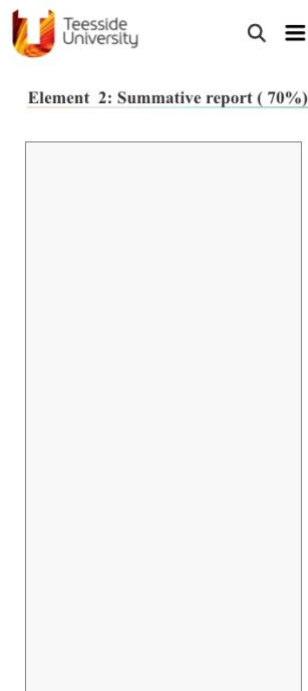


Continue on to the next Page for Element 2: Summative report Layout.

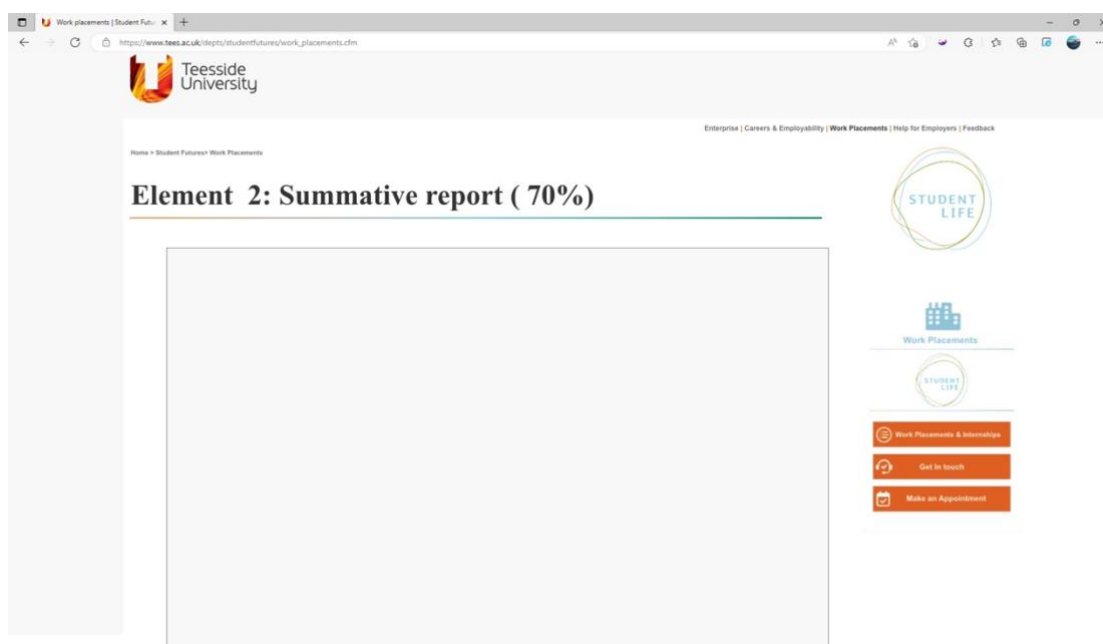
## 4.16 Element 2: Summative report

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### Mobile Layouts



### Desktop Layouts

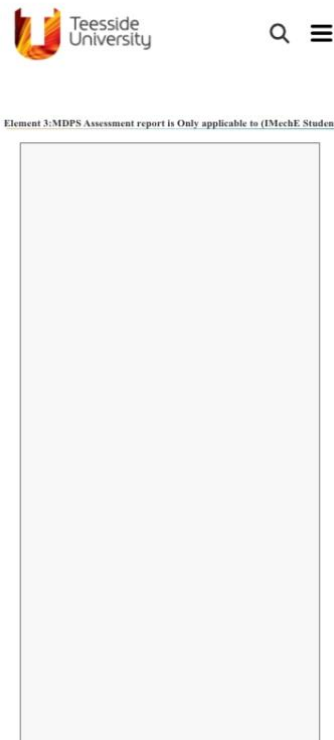


Continue on to next Page for Element 3: MDPS assessment report Layout

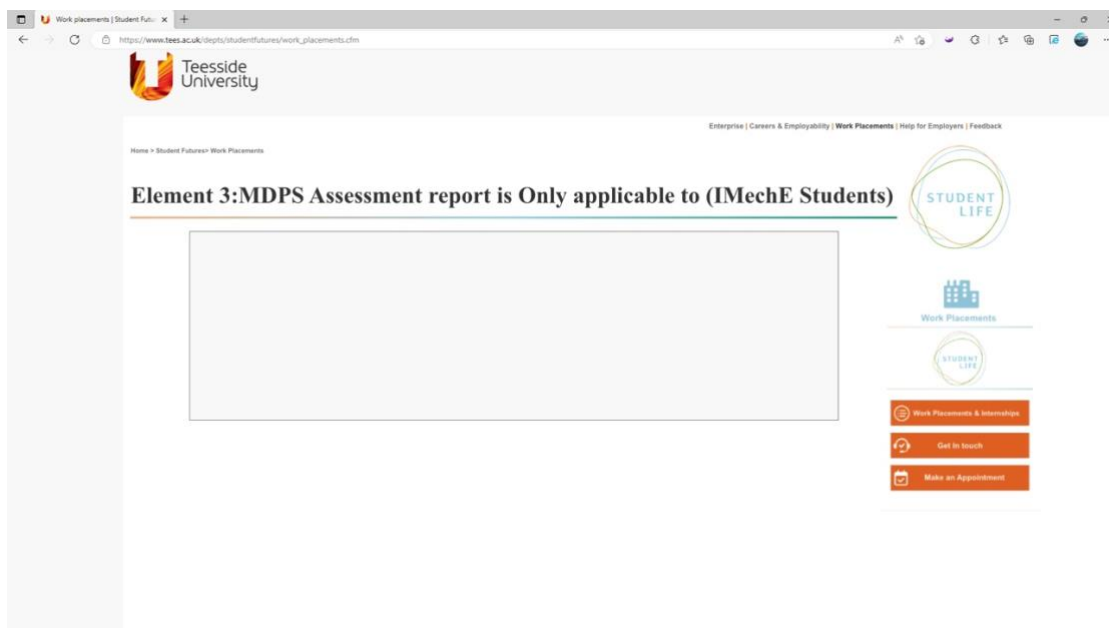
## 4.17 Element 3 MDPS assessment report

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### Mobile Layouts



### Desktop Layouts



Continue on to next Page for Student futures footer Layout

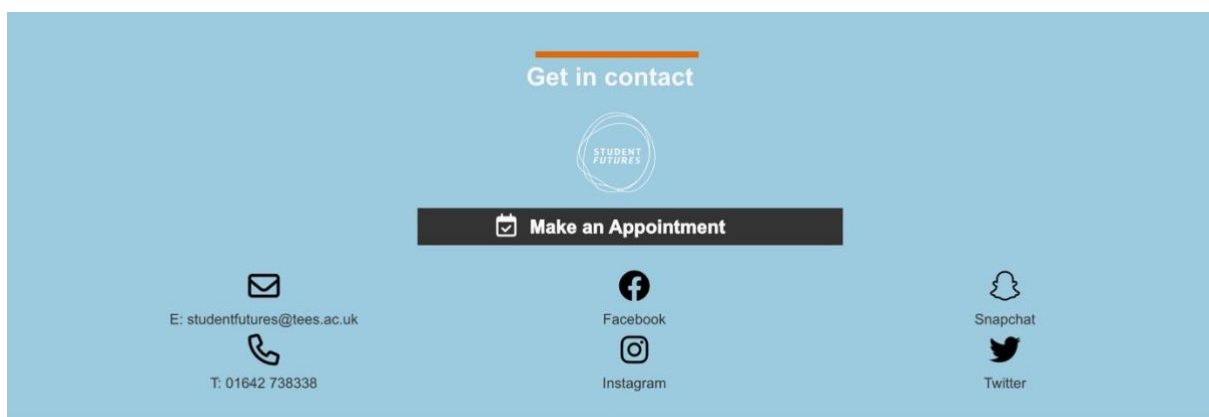
## 4.18 Student Futures Footer

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### Mobile Layouts



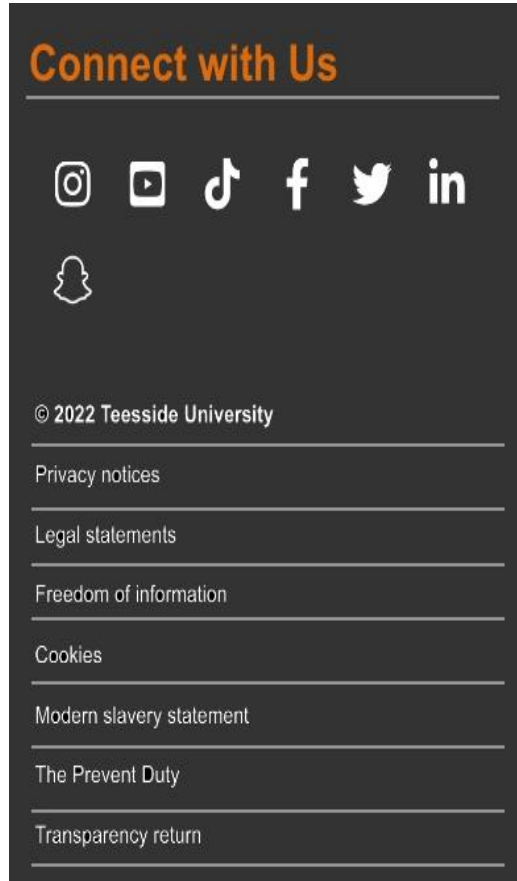
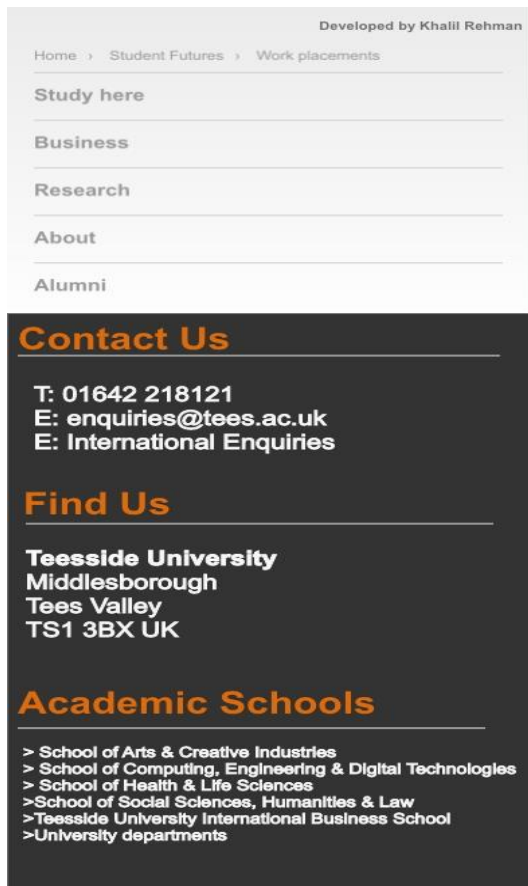
### Desktop Layouts



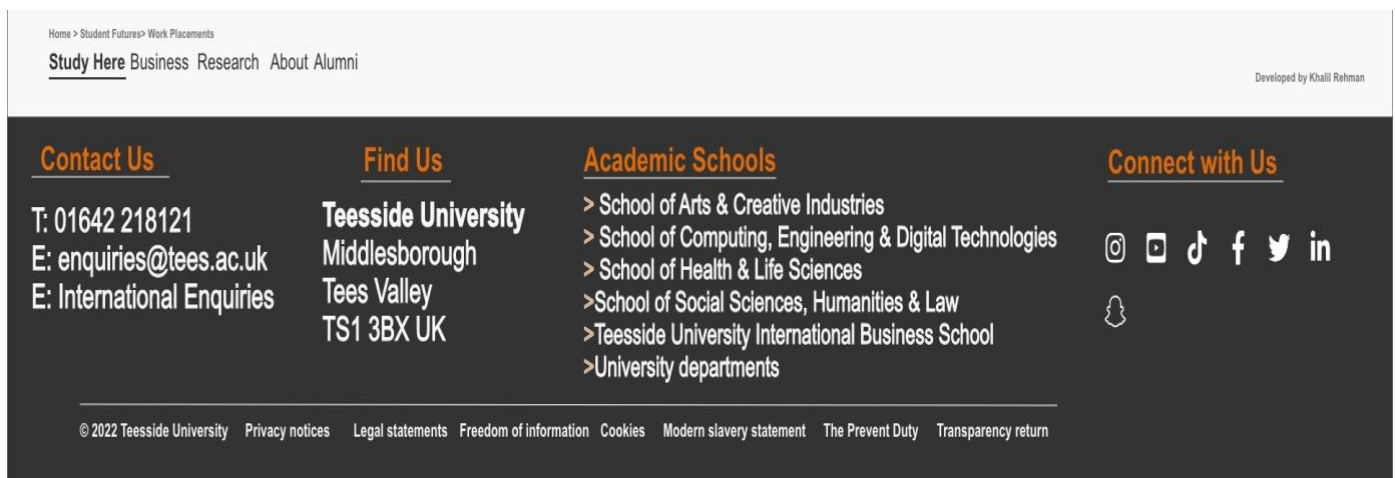
Continue on to next Page for Teesside University footer Layout

## 4.19 Teesside University Footer

### Mobile Layouts



### Desktop Layouts



Continue on to next Page for Style guide of student futures microsite Layout

## Style Guide of the Student Future microsite

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This style guide has multiple contributions of clear and cohesive ideas (Lynch et al., 2016) that will reflect on the student's futures brand and consistency within design to the written content of the microsite. Throughout the process of the style guide has design decisions that will reflect back to the requirement and will aim to achieve to encourage student to use the platform to understand and gain a work placement in the 2nd year placement student preferred.

Throughout the style guide I have remained to keep a consistent to develop an inclusive to looks aesthetically pleasing and minimalistic to all end users of the microsite to emphasise the content that can be understandable and keep the audience interested with the use of design that correlates and promotes the student futures department which is a part of Teesside university.

However, I did overcome the accessibilities due to the interactive and minimalistic design with the four main colour and the use of the correct font families within the microsite will keep compliance to the accessibilities legislation (Accessibility department, 2018).

**Continue to next page for Page layouts of the Logo Elements.**



### 5.1.1 Logo Elements for Student futures microsite

---

The logos elements used were provided by the client which is Student future department of the Teesside University. The Logos have been edited for the suitable image size and format for the microsite. This is going to have a visual impact on audience to have a clear image and more focus on the brand awareness of the student future department.

The logo elements will be PNG (Portable Network Graphic). This is due to the quality of the logo (Robbins, 2012) will remain the same when compressed and will support all colours and background used in the Microsite of the student futures.

On the logo elements of each logo used I will be adding in the HTML mark-up using an Author tag that will follow compliance to the (Intellectual Property Office, 2011) as well as giving credits to the individual organisation that has designed the logo elements for the website.

Below you can see the main three logos that Teesside University provided that I can implement across the site of both platform device for mobile and desktop.

#### **Teesside University Desktop and mobile Logo**

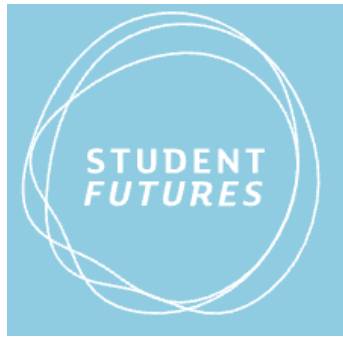


#### **Teesside University web browser Logos for the chrome browser**



**Continued to the next page to see the student future logo**

## Student Futures Logo



This will be removed on the final version with a clear transparent background; due to this being a style guide I would like to show the original logo without the knowledge removed.

Here is the without background as well as the same file format as a PNG for the Student Futures Website.



**Continue to the next page to Graphical Elements**

## 5.1.2 Graphical Elements for Student futures microsite

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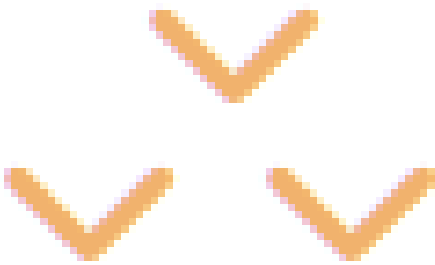
The Graphical Elements of the microsite will have a massive oversight within the microsite. I have incorporated the graphics that will incorporate the same colour palettes throughout each graphics to keep unity and brand awareness across the microsite. The graphical element will be saved as a PNG due to enhance the graphical content quality (Robbins, 2012) to the audience.


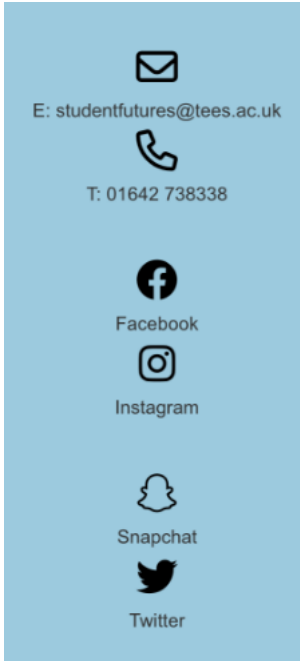

I will still continue to use the Correct attributes of owners of the graphical elements due to some of the graphical elements were provided by the Teesside university.



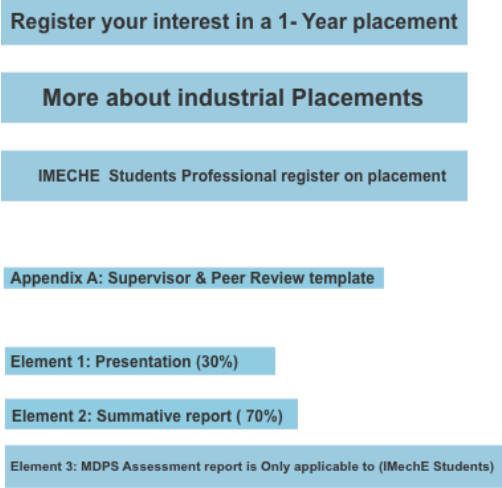
Furthermore, I will remain to follow the correct legislation and follow compliance to (Intellectual Property Office, 2011).

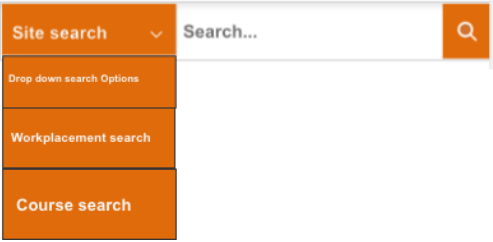


Each graphical elements used from the Teesside University Material as well as my own creation and third-party graphical icons will be copyright free and will credit the appropriate authors that created the graphical icon template (Zaini et al., 2022) .



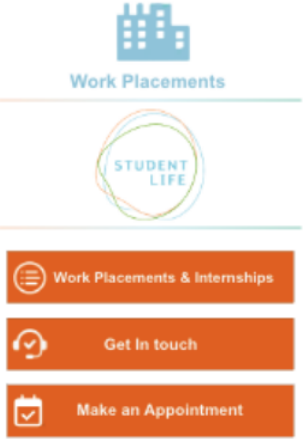
Below I have attached a table with the graphical element that will be used within the microsite as well reference of where I have adopted all the graphical elements.

Graphical elements icon	Placement of graphical element	Graphical content sources
	The Graphical lines under Subheadings, tagline, some titles within the microsite.	(Teesside University Work placements, 2022)
	The graphical drop-down arrow will enable the users to interact with a physical attribute button this can be used via single tap on mobile touch screen device.	(Teesside University Work placements, 2022)

	<p>This is a simplistic graphic that is used on the right-hand side of the microsite of the desktop. This will keep the user interested as it is related to work placement within the student future department.</p>	<p>(Teesside University Work placements, 2022)</p>
	<p>These graphical elements are the icons of various social platforms that University students can contact student futures. This will be a simple tap on each icon to refer to the social media pages.</p>	<p>This graphical element of the social media and contact us (Teesside University Work placements, 2022).</p>
	<p>The graphical element of an inverted simple button to make an Appointment for student future career advice and placement opportunities</p>	<p>Taken inspiration from the student futures format and used my own colour scheme to invert it within photoshop. The calendar Icon is from a copyright free to use site (Justico, 2022).</p>

	<p>The single line used to separate the footer above the in-between content within the microsite.</p>	<p>Created by myself using photoshop saved as a PNG file.</p>
	<p>This graphical element uses functions of basic easy to navigate buttons to correlate with the microsite to contact student futures or to refer to other pages, students can make requests for an appointment which it will link them to an appointment page with a student future career advisor for placements.</p>	<p>This was created by me using photoshop. The use of the content sources of logo and colour scheme from (Teesside University Work placements, 2022).</p>
	<p>This graphical element uses functions of basic easy to navigate buttons to correlate with the microsite to contact student futures or to refer to other pages, which it will link them to access the student future career advisor for placements.</p>	<p>This was created by me using photoshop. The use of the content sources font and colour scheme and shapes from the (Teesside University Work placements, 2022).</p>

	<p>This graphical element uses functions of basic easy to search and guidance to search the site which in the future can be built within the website to cross correlate with the university site.</p>	<p>This was created by me using photoshop. The use of the content sources font and colour scheme and shapes from the (Teesside University Work placements, 2022)</p>
	<p>This graphical element uses functions of a drop down and a search icon face to give a minimalistic look to the website. This will help make users' have better accessibility through the microsite on both mobile platforms and desktop platforms.</p>	<p>Both icons of search and drop-down icons is from a copyright free to use site (UXWing, 2019)</p>
	<p>These graphical elements are the icons of various social platforms that University students can contact Teesside university. This will be a simple tap on each icon to refer to the social media pages and specific schools that are dedicated within the University.</p>	<p>This was created by me using photoshop. The use of the content sources font and colour scheme and shapes from (Teesside University Work placements, 2022).</p>

	<p>This button was created for Accessibility features for anyone that has great difficult seeing the microsite. This cross correlates with the requirements documentation for inclusion of students' from various different backgrounds.</p>	<p>This was created by me using photoshop. The use of the content sources font and colour scheme and shapes from the (Teesside University Work placements, 2022).</p>
	<p>These interactive titles can be used on a single tap or button to click on each heading to refer back to other Pages within the university or link with other pages within the website.</p>	<p>This was created by me using photoshop. The use of the content sources font and colour scheme and shapes from (Teesside University Work placements, 2022).</p>
	<p>This graphical element uses functions of basic easy to navigate buttons to correlate with the microsite to contact student futures or to refer to other pages, students can make requests for an appointment which it will link them to an appointment page with a student future career advisor for placements.</p>	<p>This was created by me using photoshop. The use of the content sources of logo and colour scheme (Teesside University Work placements, 2022).</p>

**This is the end of the Graphical element, and please continue to the next page for image elements**

### 5.1.3 Image elements for the student futures Microsite

---

The images within a website can help improve the users' experience within the Teesside university student futures microsite. This can help a wide arrange of audiences which will be students from a range of backgrounds and needs and can have a visual interpretation of the subject regarding work placements (Djonov and Knox, 2014).

These images have been used appropriately to match the requirements regarding each section area and a suitable size for viewing on Mobile and desktop versions of the microsite (Gunawardena *et al.*, 2022).




The **image** will meet the following **criteria** for the **microsite**:

- ✓ Use the correct size for the images, so it fits both platform devices.
- ✓ Use images that correlate to the topic area discussed with the site.
- ✓ Please provide an Alternate Text for users who may have a difficulty seeing images; this correlate back to my requirements of accessibility (M.D.N, 2022).
- ✓ Within the HTML markup, give the author credit of images and cite them to credit the Author of the photo to keep it compliant with copyright and trademarking (M.D.N, 2022).
- ✓ The height and width of each image should be appropriately sized not to cover text.

The use of three images used throughout the microsite due to the use of other elements of graphical icons and logos throughout the microsite and other interactive elements used within the site. I want the place to be me easy to be accessible without compromising on the content and the interactive graphical design decisions.

**Please continue to the next page to see the images used within the microsite of the student future work placements microsite.**



Image	Placement of images	Image specification
	<b>Homepage of work placement</b>	<b>Image size:</b> 400px x 240 px <b>Image:</b> <a href="https://uploads-ssl.webflow.com/620bdb48f1d673a441...7133c110c434ed4b7a20_placement-office-p-2000.jpeg">https://uploads-ssl.webflow.com/620bdb48f1d673a441...7133c110c434ed4b7a20_placement-office-p-2000.jpeg</a> <b>Author of image:</b> EventMAP <b>Alt description:</b> Work placement office based
	<b>Academic Tutor Visits</b>	<b>Image attributes:</b> personal-tutor-banner.jpg <b>Image size:</b> 567 x 240 px <b>Current source:</b> <a href="https://surrey-content.surrey.ac.uk/sites/default/...c/2019-01/personal-tutor-banner.jpg?itok=Jy5mgCEC">https://surrey-content.surrey.ac.uk/sites/default/...c/2019-01/personal-tutor-banner.jpg?itok=Jy5mgCEC</a> <b>Author of image:</b> Surry university <b>Alt description:</b> Academic tutor with two people
	<b>IMECHE Student professional register on placement</b>	<b>Image size:</b> Width: 983 X Height: 371 <b>Current source link:</b> <a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fwww.imeche.org%2Fmembership-registration%2Fbecome-a-member%2Fcpt-members-and-professional-registration&amp;psig=AOvVaw1KyidSwP_qdgRuKA94YR4H&amp;ust=1670431034168000&amp;source">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fwww.imeche.org%2Fmembership-registration%2Fbecome-a-member%2Fcpt-members-and-professional-registration&amp;psig=AOvVaw1KyidSwP_qdgRuKA94YR4H&amp;ust=1670431034168000&amp;source</a> <b>Alt description:</b> logo of IMechE for registration

### 5.1.4 Typography for each element of the navigation

---

Typography of the student future microsite plays a high hierarchical significance to the user of the microsite. The typography (Jury, D.2017) highlights the content's structure and the reader's eligibility across both platforms of mobile microsite to a desktop microsite. Furthermore, this will play a massive part with the navigation of the microsite to have an intuitive presence.

I have designed this typography to meet the suitable needs of the end user and have used typefaces of font families that are suitable to the content attributes. The use of sans serif and serif font families (Minakata, K. & Beier, S. 2022) that differentiate the style of content through as well as maintaining the theme to the audience of tone of the content.

The **typography** will meet the following **criteria** for the **microsite**:

- ✓ **Will have suitable typography for main body text, titles, subheadings and tag lines.**
- ✓ **Provide a sufficient space between lines of paragraphs within main body text.**
- ✓ **Main body text will stay between 40 to 80 lines per characters**
- ✓ **8 lines per paragraph for each main body text area.**

### 5.1.5 Titles Typography: Serif Font Style

---

Times new Roman Bold:

**Work Placement**

Arial Bold:

**Work Placement**

Georgia Bold:

**Work Placement**

#### Font Specification:

- ✓ Times New Roman Bold
- ✓ Arial Bold
- ✓ Georgia Bold
- ✓ Style: Normal
- ✓ Size of font: 50px
- ✓ Line height of the font: 60
- ✓ Bold of the font: Bolder
- ✓ Weight of the font: 70

### 5.1.6 Subheadings Typography: Serif Font Style

---

**Arial light bold:**

**Course with industry placement**

**Georgia Light bold:**

**Summer internships**

#### Font Specification:

- ✓ Arial
- ✓ Georgia
- ✓ Style: Normal
- ✓ Size: 24px
- ✓ Line Height: 29px
- ✓ Bold: light bold
- ✓ Weight: 700

**Continue to Next page for Description of (Body text): Sans Serif Font Styles**

## 5.1.7 Description of the (Body Text): Sans Serif Font Styles

---

### Helvetica

The University actively encourage their students to spend the third year of their degree undertaking a period of Professional Placement (placement) of one calendar year duration (48 weeks), with a minimum period of 36 working weeks being required to qualify for a sandwich degree.

### Arial

The University actively encourage their students to spend the third year of their degree undertaking a period of Professional Placement (placement) of one calendar year duration (48 weeks), with a minimum period of 36 working weeks being required to qualify for a sandwich degree.

### Verdana

The University actively encourage their students to spend the third year of their degree undertaking a period of Professional Placement (placement) of one calendar year duration (48 weeks), with a minimum period of 36 working weeks being required to qualify for a sandwich degree.

### Tahoma

The University actively encourage their students to spend the third year of their degree undertaking a period of Professional Placement (placement) of one calendar year duration (48 weeks), with a minimum period of 36 working weeks being required to qualify for a sandwich degree.

#### Font Specification:

- ✓ Helvetica
- ✓ Arial
- ✓ Verdana
- ✓ Tahoma
- ✓ Style: Normal
- ✓ Size: 16PX
- ✓ Line Height: 24PX
- ✓ Bold: Not applicable
- ✓ Weight: 400

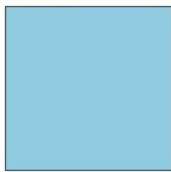
**Continue to Next page for Colour Palette**

## 5.1.8 Colour palette

---

The colour palette of the student future microsite will consist of four main colours within the microsite.

### Custom Colour Palette



**Light  
Turbo  
Blue**



**Dark  
Panther  
black**



**Off white  
Glacier  
White**



**Sunset  
Orange**

## 5.1.9 Colour palette specifications

---

<b>Colour Palette Name</b>	<b>Hex Code</b>	<b>RGB</b>	<b>HSL</b>	<b>CMYK</b>
Light Turbo Blue	#8FCCE1	(143,204,225)	(195.4,5.7%,72.2%)	(36,9,0,12)
Dark Panther black	#333333	(51,51,51)	(0,0%,20%)	(0,0,0,80)
Off white Glacier White	#F8F8F8	(248,248,248)	(0,0%,97,3%)	(0,0,0,3)
Sunset Orange	#E06B0B	(224,107,11)	(27,90.6%,46.1%)	(0,52,95,12)

**Next page to colour placement within student futures microsite**

## 5.1.10 Colour placement within Student futures microsite

---

The colour palette was adapted and refined from the student futures specification of material of the microsite. The four main colours will be used throughout the elements of the microsite. The four main elements of colour of microsite will be used within the following elements:

<b>Content Attributes</b>	<b>Colours used within content</b>
<b>Homepage</b>	<b>Title:</b> Dark Panther black <b>Tagline:</b> Light Turbo Blue <b>Graphical boxes:</b> Dark Panther black with invert Off white Glacier White <b>Description:</b> Dark Panther black <b>Background:</b> Off white Glacier White
<b>Section 1</b>	<b>Title:</b> Dark Panther black <b>Subheadings:</b> Sunset Orange <b>Description:</b> Dark Panther black <b>Background:</b> Off white Glacier White
<b>Section 2</b>	<b>Title:</b> Dark Panther black <b>Subheadings:</b> Sunset Orange <b>Description:</b> Dark Panther black <b>Background:</b> Off white Glacier White
<b>Section 3</b>	<b>Title:</b> Dark Panther black <b>Headings:</b> Sunset Orange <b>Graphical boxes:</b> Sunset Orange with invert Off white Glacier White <b>Description:</b> Dark Panther black <b>Background:</b> Off white Glacier White
<b>Section 4</b>	<b>Title:</b> Dark Panther black <b>Subheadings:</b> Sunset Orange <b>Graphical boxes:</b> Dark Panther black with invert Off white Glacier White <b>Description:</b> Dark Panther black <b>Background:</b> Off white Glacier White
<b>Section 5</b>	<b>Title:</b> Dark Panther black <b>Subheadings:</b> Sunset Orange <b>Description:</b> Dark Panther black <b>Background:</b> Off white Glacier White

Next page to Targeted colour consideration against Requirements documentation

## 5.1.11 Targeted colour consideration against Requirements documentation

---

The consideration of the colour palette has been considering of the following requirements of the requirement documentation from the following section of the document:

### 1. Statement of purpose

- ✓ Aimed at 2<sup>nd</sup> year students
- ✓ Increase engagement and interaction between student and employers
- ✓ Valuable experience for students to gain a placement within their preferred sector.

### 2. Audience definition

- ✓ Personas of the website for Student Futures for Teesside university.

### 3. Content Analysis and modelling:

- ✓ List based content model
- ✓ Content attributes
- ✓ Content Map

### 4. Constraint Analysis

- ✓ Copyright concerns when creating the student futures website
- ✓ Trademark concerns of the student future placement website
- ✓ Defamation concerns of the student future placement website
- ✓ Accessibility for the Student future placement website

### 5. Marketing Analysis

- ✓ Domain Name and the design of URL
- ✓ Content keywords
  - Primary keywords
  - Secondary Keyboards
- ✓ Backlinks Analysis

**This is the end of the Style guide of the student futures microsite**



## 5.1.12 PDF file documentation for Student futures microsite

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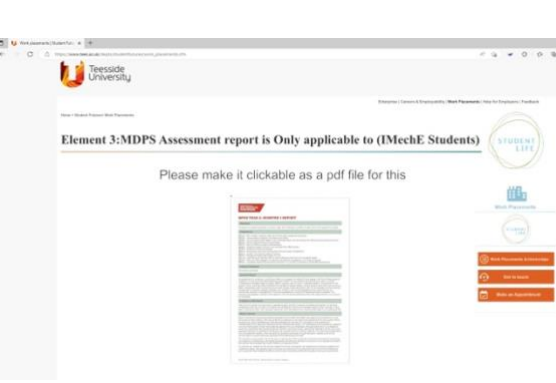
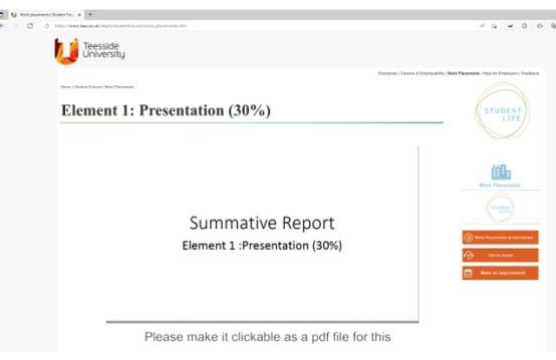
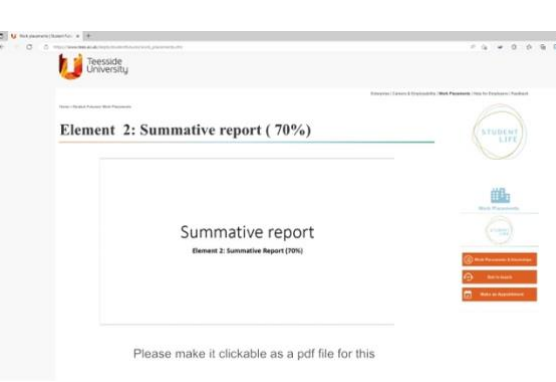
The PDF file attached within the website can help the user experience within the Teesside university student futures microsite. This can be easily accessed on a wide range of device on mobile and desktop platforms as well as students can download the latest version which cannot be edited by the student only edit by the appropriate departments with the student futures area of work placements.

These PDF files of the documentation will be used to match the elements discussed within the module guide of the work placement as well as show the suitable preview of the pdf within the microsite on Mobile and desktop versions for the microsite.

The pdf file elements will meet the following criteria for the microsite:

- The use of the pdf file will need to be visible on both platforms devices, that will need to fit the device without any bugs.
- Use of the correct pdf elements related to the topic area discussed on the page.
- Have clear HTML markup of the pdf files that can be viewable on most browsers.
- The pdf documentation must be able to do downloadable from the preview of pdf within the html. This can help anyone who has difficult seen the pdf.
- The height and width of the pdf element shouldn't comprise the users' access on the microsite and should be an appropriate spacing between the layout of the microsite.

I have created a table with the elements of the PDF file documentation that is going to be used within the site on the next page (Page 40). Furthermore, I have attached each pdf element within this document labelled on each PDF element. I have mapped the pages within this document.

PDF Element created	Placement with microsite	Sources of file of PDF Used
<p><b>Appendix A Supervisor &amp; peer assessment Template</b></p>		<p>✓ Professional placement handbook scedt 2022-23.docx</p>
<p><b>MDPS Assessment Report</b></p>		<p>✓ Professional placement handbook scedt 2022-23.docx</p>
<p><b>Summative report Element 1</b></p>		<p>✓ Professional placement handbook scedt 2022-23.docx</p> <p>✓ Summative report recording ppt</p>
<p><b>Summative report Element 2</b></p>		<p>✓ Professional placement handbook scedt 2022-23.docx</p> <p>✓ Summative report recording ppt</p>

# Appendix A Supervisor & peer assessment Template

## Appendix A: Supervisor & Peer Review template



Teesside University – School of Computing, Engineering and Digital Technologies

Assessment Records: Supervisors Monthly Checklist

Month Ending:

Name:

### 1. Performance Ratings

Please rate the student realistically for each competence area. It is envisaged that your expectation of performance will increase during the placement year.

Grades: 4 - **Outstanding** (consistently exceeded the standard expected of a placement student; first class).

3 - **Very Good** (frequently exceeded the standard expected of a placement student; upper second class).

2 - **Good** (always achieved (at least) the standard expected of a placement student; lower second class).

1 - **Satisfactory** (achieved (at least) the minimum acceptable standard for a placement student; third class).

0 - **Unsatisfactory** (did not achieve the minimum acceptable standard for a placement student; fail). Please tick the

appropriate grade for each competence area.

COMPETENCE AREA	GRADE				
	4	3	2	1	0
Knowledge & Understanding of the Job					
Technical Ability and Productivity					
Commitment					
Resourcefulness and Initiative					
Working Relationships					

### 2. Attendance

How many days was the student absent from work this month?

Through sickness - Self Certification	
- Supported by Medical Note	
Through Approved Holiday Entitlement	
Other Unexpected Absence	

### 3. Supervisor's Comments/Recommendations

### 4. Student's Planned Activities/Targets for Next Month

Date	Supervisor's Signature	Student's Signature	Visiting Tutor's Initials
------	------------------------	---------------------	---------------------------

Continue onto MDPS Assessment Report Exemplar

# MDPS Assessment Report Exemplar



## MPDS YEAR 2, QUARTER 1 REPORT

### Objectives

To expand on experience gained in previous years and to develop my ability to take control of an aspect of a project.

### Competences

CE C.2 – Plan, budget, organise, direct and control tasks, people and resources  
CE D.1 – Communicate in English with others at all levels  
CE B.2 – Conduct appropriate research, and undertake design and development of mechanical engineering solutions  
CE D.3 – Demonstrate personal and social skills  
CE C.1 – Plan for effective project implementation  
CE B.3 – Implement design solutions, and evaluate their effectiveness  
CE D.2 – Present and discuss proposals  
CE C.4 – Bring about continuous improvement through quality management  
CE E.1 – Comply with relevant codes of conduct  
CE E.2 – Manage and apply safe systems of work  
CE C.3 – Lead teams and develop staff to meet challenging technical and managerial needs  
CE E.4 – Carry out CPD necessary to maintain and enhance competence in own area of practice  
CE E.3 – undertake mechanical engineering activities in a way that contributes to sustainable development

### Evidence Submitted

No evidence submitted

### Quarterly Report

To supplement my evidence, I would like to refer to two pieces of evidence for this quarter. The first of these pieces of evidence is on the use of the Alpha Metering System (AMS). It was originally planned that this system would be mothballed and the Beta Metering System (BMS) would be used. However, a reduced operation was planned for this quarter, which would have been insufficient for the BMS to operate reliably, without several costly and time-consuming tasks. I developed a plan to avoid carrying out this change. I have discussions with my line manager and the customer and planned to make the necessary changes. This method would not be acceptable to the system should it be continuously used but I proposed that it would be acceptable as a monitor for the planned level of operation. My proposal was accepted. I carried out the relevant work and had all calibrations done. The measurement is on course to be completed.

### Evaluation of the Period

I feel that this quarter has improved my negotiating skills required to become a professional engineer. My technical competence continues to improve. My ability and confidence to control and manage projects as also improved. I have been in discussions daily with customers' personnel which has helped me to improve these areas in my professional life.

### Mentor's Review

Report reviewed and supporting evidence requested and provided. More detail was sought and provided prior to and during face-to-face meeting which allowed Emma to elaborate on her report and experience during the quarter. Emma showed a very good understanding of and demonstrated her high level of involvement in the proposal and implementation of an approved method during the maintenance shutdown. In implementing her proposal she needed to convince internal peers whose more traditional approach she was challenging. She approached this in a professional manner by quantitatively demonstrating that her methods would save money, reduce time required to do the work, and cause less disruption to operations. Emma also has to explain and convince the customer who had to grant dispensation from the traditional method, which she did by an excellent combination of open discussion, backed up by formal communication to ensure everyone was aware of the method going forward.

This has been a good quarter. Emma has shown a good grasp of the combination of general and specialist engineering knowledge and understanding. Her applied theoretical and practical methods to the solution of an engineering problem. She has also demonstrated high levels of effective interpersonal skills.

It would be very valuable during the next quarter for Emma to strengthen her experience of conducting research and undertaking design. She appears ready to enhance her experience of providing technical and commercial leadership, and in particular demonstrates the ability to lead a team and develop staff and bring about continuous improvement.

Online MPDS mentor training - example report for module 3, question 1

**Continue onto Summative report Element 1: Presentation 30%**

## Summative report Element 1: Presentation 30%

---

### Summative Report Element 1 :Presentation (30%)

#### Element 1 :Presentation (30%)- Explained

It will take the form of a verbal presentation (15 minute) to describe the placement activity to date; it must include: an overview of the organisation, role and placement activity, an analysis of the challenges and benefits of the experience to date.

Unless prevented by confidentiality agreements or similar concerns, this element of the assessment would normally be by presentation to peers and academic staff.

You will be required to upload ALL the assets you intend to use prior to the presentation onto the blackboard VLE at a date published in the ICA detailed on the Blackboard VLE.

To support validation and moderation of the assessment process. You should provide a pre-recorded version of your presentation prior to the hand-in date

**Continue onto the next page to the summative report Element 1: Presentation 30%**

### Report Presentation (30%)

Characteristics to be identified in this section of the report:

- (a) Format (*title page, contents list, main text, acknowledgements*), length (*target of at least 3000 words*).
- (b) Report style (*formal, sectionalised, diplomatic, no unnecessary jargon, abbreviations defined*).
- (c) Spelling and grammar.
- (d) Readability and clarity.

Marks	Grade	Criteria
18 - 30	A*	(a) Conforms in all aspects (b) Conforms in all aspects (c) No major errors, very few minor errors (d) Very easy to read and easy to understand
14 - 17	A	(a) Conforms in all aspects (b) Conforms in virtually all aspects (c) No major errors, some minor errors (d) Easy to read and understand
12 - 13	B	(a) Conforms in all aspects (b) Some minor deviations (c) Few major errors, some minor errors (d) Easy to read and not too difficult to understand
10 - 11	C	(a) Minor deviations without rational (b) Deviations (c) Some major errors, some minor errors (d) Not too difficult to read and understand
8 - 9	D	(a) Deviations with no rational (b) Major deviations (c) Some major errors, many minor errors (d) Difficult to read and understand
0 - 7	E & F	(a) Major deviations without rational (b) Does not conform (b) Many major errors, many minor errors (c) Very difficult to read and understand

**Continue on to the next page to Summative report Element 2: Summative Report (70%)**



## Summative report Element 2: Summative Report (70%)

---

# Summative report

## Element 2: Summative Report (70%)

### Element 2: Summative Report (70%)

- Will take the form of a report (minimum of 3,000 words) including a record of the work and a reflective summary.
- You will be required to upload your report prior to the hand in date onto the blackboard VLE at a date published in the ICA.

Continue onto the next page to the summative report Element 1: Presentation 70%

#### Reflection (50%)

Characteristics to be identified in this section of the report:

- (a) Main lessons learnt and general benefits.
- (b) Personal/technical skills acquired, influence on choice of final year options and project, and influence on future career choices, aims and expectations.
- (c) Contribution to the section/department/organisation.

Marks	Grade	Criteria
43 - 50	A*	(a) Comprehensive ,quantified, with infographics and very perceptive but concise (b) Outstanding evaluation with clear metrics (c) Excellent evaluation with quantification
35 - 42	A	(a) Comprehensive, tabulated and perceptive but concise (b) Excellent evaluation (c) Excellent evaluation
30 - 34	B	(a) Comprehensive but concise (b) Good evaluation (c) Good evaluation
25 - 29	C	(a) Adequate (b) Reasonable evaluation (c) Reasonable evaluation
20 - 24	D	(a) Barely adequate (b) Little evaluation (c) Little evaluation
0 - 19	E & F	(a) Inadequate (b) No real evaluation (c) No real evaluation

#### Summary (30%)

Characteristics to be identified in this section of the report:

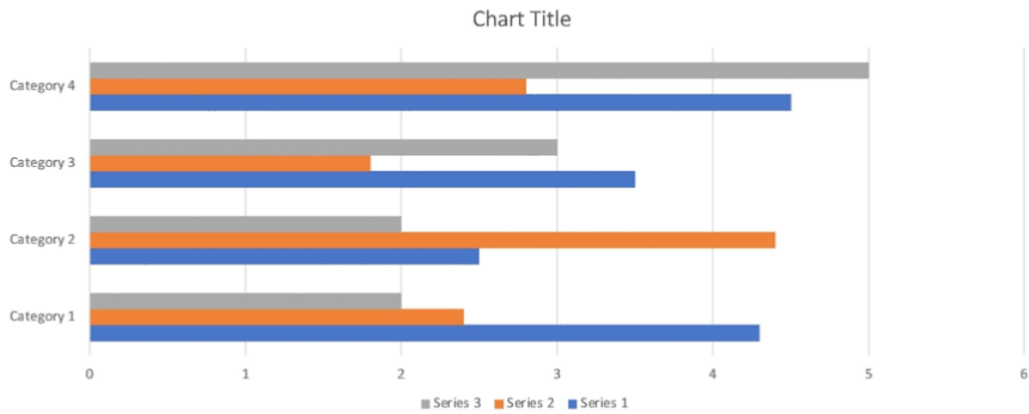
- (a) General description of year's work, with the structure of this section reflecting the structure of your work
- (b) Visualization of your work through provision of examples or reference to a portfolio of work

Marks	Grade	Criteria
26 - 30	A*	(a) Comprehensive but concise (b) Outstanding evaluation
21 - 25	A	(a) Comprehensive but concise (b) Excellent evaluation
18 - 20	B	(a) Comprehensive (b) Good evaluation
15 - 17	C	(a) Adequate (b) Reasonable evaluation
12 - 14	D	(a) Barely adequate (b) Little evaluation
0 - 11	E & F	(a) Inadequate (b) No real evaluation

**Continue onto the next page to the summative report Element 1: Presentation 70 %**



# Infographics



Start of Placement

Skill/Level	Novice	Dependant	Competent	Independent	Lead
Problem solving through Programming			Felt Comfortable solving most of the tasks presented		
Database Design		Can build simple models but require support to clarify significant problems			
Data Query	Only small scale simple problems solved				
Client Side Development	No Prior Experience				
SCRUM Leadership	Only Observed in a class situation				

End of Placement

Skill/Level	Novice	Dependant	Competent	Independent	Lead
Problem solving through Programming			Felt Comfortable solving most of the tasks presented		
Database Design				Can build complex models and only require quality assurance	
Data Query			Can solve most of problems with only occasional support		
Client Side Development				Can build complex solutions and only require quality assurance	
SCRUM Leadership					Routinely lead a small team on an agile project

**This is the end of Summative report Element 2: Summative Report (70%)**

**Please continue on the reference section**

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