**Professional Experience and Project Development**  
**55-403325 Task 1c - Self Promotion Website (25%)**

# Learning Outcomes assessed in this task

* **LO1** Develop personal and professional skills and an awareness of legal, social, ethical and professional issues (LSEPI) within the IT industry.
* **LO4** Communicate effectively and to an appropriate standard in a range of media and writing styles and present information clearly, objectively and logically, in an appropriate format.

# Specification

For this assignment you need to design and implement a self-promotion website. Features must include the following:

* + 4 - 6 linked web pages
  + Consistent layout and colour scheme
  + Clearly structured and styled pages
  + Written in HTML 5 and CSS 3
  + A link to a copy of your CV in PDF format
  + A link to a copy of your LSEPI report in PDF format
  + One or more images
  + A short original video
  + A short contact form

Web pages might include work experience, qualifications, skills and extra-curricular activities. It should also provide an online version of your CV and LSEPI report produced for Task 1a and 1b and updated to take into account feedback provided. Links to downloadable pdf versions of these documents should also be available.

The web site must meet the requirements listed above and also adhere to modern web standards in terms of user interface, accessibility and search engine optimization.

# Hand in Details

**Deadline**: **Monday 20th January, 3pm**

**Electronic submission**: Add your HTML, CSS, media and PDF files to a ZIP file, named as *PEPD\_Task1c\_YourStudentNumber\_YourName.zip* and upload your ZIP file to Blackboard in the **Task 1c - Self Promotion Website** submission point, where the feedback rubric will be used to give you a mark and feedback for your work. **Do not include in your submission original unedited images or video used to produce content for the web site**.

SHU rules for late hand-in apply. Further guidance, including what to do if you are unable to submit, can be found on [Assessment4Students](https://academic.shu.ac.uk/assessment4students/submitting-work-sitting-exams/submitting-work/).

**Walkthrough:** You will be asked to demonstrate your website in week commencing 20th January 2020 during an additional timetabled lab session. See timetable for details.

# Marks and feedback

See marking scheme below for details.

You will receive a mark out of 100 for the work and the mark and feedback will be accessed via 'My Grades' on Blackboard.

# In-Module Retrieval (IMR)

Following first-sit assessment, In-Module Retrieval (IMR) will be offered to students achieving below 40% for the assessment task.

IMR means that you will have an opportunity to resubmit a reworked version of your original assignment, following feedback, within a short space of time (usually 5-10 working days) in order to achieve a pass grade. The maximum mark available is 40%.

You will need to look out for an email from your Module Leader (to your SHU email address) shortly after the marks have been released. This will give you more details and tell you what you need to do next.

If you decide not to participate in the In-Module Retrieval attempt and subsequently do not pass the module, you will be referred which means you will have an opportunity to resubmit an assignment during the reassessment period (usually July for students on standard courses).

The time available to you to submit an IMR attempt will be less for those students who submit after the original submission deadline date (with or without an approved extension).

Further information about IMR is available on Assessment 4 Students on MyHallam.

# Marking Scheme – Total: %

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Four to six pages with unique page titles **(5 marks)**. Sensible naming conventions and file structure **(5 marks)**. | 10 Marks |
| Working navigation between pages. | 5 Marks |
| Page layout suitable for desktop browsers and tested in a browser of your choice. Consistent look and feel used through-out **(7 marks)**.  CSS file to include at least 3 examples of CSS classes, IDs and HTML selectors **(10 marks)**.  Design features all held in external CSS files **(3 marks)**. | 20 Marks |
| Use of valid and well-formed HTML5. | 10 Marks |
| Use of your own image(s) scaled **(5 marks)** and optimised **(5 marks)** for web delivery. | 10 Marks |
| Online presentation and links to (improved) LSEPI and CV. | 5 Marks |
| Correctly structured HTML form with at least two form fields.  (There is no need to attempt to process data submitted from the form.) | 5 Marks |
| Self-made video clip of no more than 30 seconds of length. Video scaled and optimised for web delivery (15 marks).  Embedded into a page of your choice with HTML5 (5 marks). | 15 Marks |
| **Extra creative functionality and features.**  Marks can be gained in this category for adding valid CSS and HTML features, not covered in the example site built in the lab.  **There are no marks in this category for Javascript or other related technologies**.  Marks here are for demonstrating **HTML/CSS** design expertise above and beyond that demonstrated in the taught lab example. | 20 Marks |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Mark Range** | **CG%** | **General Characteristics** |
| First (Excellent) | 93-100 | 96 | Exceptional knowledge and understanding of the subject and its underlying concepts; critical evaluation/synthesis/analysis and of reading/ research; evidence of breadth and depth of reading/research to inform development of work; exceptional demonstration of relevant skills; excellent communication; performance in some, if not all, areas deemed beyond expectation of the level. |
| 85-92 | 89 |
| 78-84 | 81 | Excellent knowledge of the subject **as the student is typically able to go beyond what has been taught (particularly for a high 1st)**; evidence of breadth of reading/research to inform development of work; excellent demonstration of relevant skills; demonstrates strong communication skills. |
| 70-77 | 74 |
| Upper Second (Very good) | 67-69 | 68 | As below but very good work characterised by evidence of wider understanding of the subject as the student **is typically able to relate facts/concepts together with some ability to apply to known/taught contexts**; identification and selection of material to inform development of work; very good demonstration of relevant skills; demonstrates good communication skills. |
| 64-66 | 65 |
| 60-63 | 62 |
| Lower Second (Good) | 57-59 | 58 | A good breadth of knowledge and understanding of the taught content although **balanced towards the descriptive rather than analytical**; uses set material to inform development of work; addresses all aspects of the given brief; good demonstration of relevant taught skills, though may be limited in range; communication shows clarity but structure may lack coherence. |
| 54-56 | 55 |
| 50-53 | 52 |
| Third (Sufficient) | 47-49 | 48 | **Knowledge and understanding is sufficient to deal with terminology, basic facts and concepts** but fails to make meaningful synthesis; relies on set material to inform development of work; generally addresses most of the requirements of the given brief; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses. |
| 44-46 | 45 |
| 40-43 | 42 |
| Fail (Insufficient) | 30-39 | 35 | Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work; given brief may be only tangentially addressed or may ignore key aspects of the brief; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent. |
| 20-29 | 25 |
| 10-19 | 15 | Highly insufficient or no evidence of knowledge or understanding of the subject; **understanding of taught concepts is typically at the word level with facts being reproduced in a disjointed or decontextualised manner**; ignores set material in development of work; fails to address most or all of the requirements of the brief; fails to demonstrate relevant skills; lacks basic communication skills. |
| 1-9 | 5 |
| ZERO | 0 | 0 | Work of no merit OR absent, work not submitted, penalty in some misconduct cases. |