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| **The School of Creative Arts** | | **Assessment Feedback** |
| **Programme** | DL836 BSc (HONS) in Creative Computing |  |
| **Lecturer (s)** | Stefan Paz Berrios | |
| **Module/Project** | Advanced Web Design & Development / CA1 | **Student Name** |
| **Credits** | 10 | James Blair - N00162202 |
| **Level 2** | First Assessment | **Date: 04.12.18** |

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| **Please Circle** | ~~Formative feedback~~ | **Summative Feedback** |

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|  |  | **Excellent /  Above Average** | **Above Average +** | **Average +** | **Average –** | **Unsatisfactory/Weak** |
| 1 | **Phase 1** Research - Mood boards, visual language, hosting | * **X** |  |  |  |  |
| 2 | **Phase 2** Paper layouts - Clear layout of content presented on gridded paper demonstrating clear understanding of site structure and information architecture | * **X** |  |  |  |  |
| 3 | **Phase 3** Design System & element (re)creation & Final theme– (Establishment of design system including font, spacing, colours in Photoshop and how these were applied across your site) |  |  | * **X** |  |  |
| ~~4~~ | **Coding & Production** 2-4 page Website developed using Bootstrap 4 following a mobile – first methodology, responsive on at least one page, including home page design, dashboard elements, forms & tables. |  |  | * **X** |  |  |

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| **STUDENT COMMENTS**  **Strengths** | | | | | | | | | | | | |
| Despite executing on the goals established at the outset, I felt that my planning and strategy development for this project were very good.  Adequately completing first two phases of development made acquisition of assets and clarity of design goals much smoother during execution | | | | | | |  | | | | | |
| **Areas for Development** | | | | | | | | | | | | |
| I struggled immensely in the execution of the site. The bootstrap breakpoint system in particular. I have found that I vastly overlooked the simplicity of its implementation and failed to get a grasp on how to consistently organize objects on a webpage with this system. | | | | | | |  | | | | | |
| **Recommendations** | | | | | | | | | | | | |
| On a personal level I feel the quality of my submission was impacted by the time I was able to alot to it. Going forward I feel I have gained a better understanding of the quantities involved in time managing a web project of this scale. | | | | | | |  | | | | | |
| **Alpha Grade (Please circle)** | | | | | | | | | | | | |
| **A** | **B+** | | **B** | **B-** | **C+** | | | **C** | **D** | | **F** | **NP** |
| *The work presented for consideration complies with regulations and requirements for submission and assessment as described in the programme handbook.* | | | | | | | | | | | | |
| **Lecturer signature(s)** | |  | | | | **Student signature** | | | |  | | |
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| IADT: The School of Creative Arts 2008/09 | | | | | | | | | | | | |

**Assessment Descriptor**

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| **Excellent +**  (100–70)  Alpha; A/B+ | **Above Average +** (69–60)  Alpha; B | **Average +**  (59–50)  Alpha; B-/C+ | **Average/ Average-(**49–40)  Alpha; C/C- | **Weak/Unsatisfactory** (39–0)  Alpha; D/F |
| **Quality of Engagement** – Self Motivation, Attendance & response to guidance | | | | |
| **A/B+** The student devoted a considerable amount of his/her own time to the project and asked for advice when necessary, then used the guidance to reach his/her own conclusions. Is genuinely enthusiastic and curious. | **B**  The student was enthusiastic about the project. He/she sought guidance when needed and responded positively to the advice given. | **B-/C+** Student worked the timetabled hours. He/she may not have generally sought guidance when appropriate but responded favourably to advice given. | **C/C-** Student worked most of the timetabled hours and shows some commitment to individual initiative. A continual level of guidance was required. | **D/F**  The student neither worked the timetabled hours nor used opportunities to undertake project work and research. |
| **Research and Development** – Critical process, Design and conceptual development, Use of Media | | | | |
| **A/B+** A comprehensive and systematic approach to critical analysis and evaluation. Demonstrates a significant level of ability to integrate theory and practice. Highly cogent and coherent methodology, confident clarity and focus in the decision-making process. Considered and resolved engagement with the question of meaning and interpretation. | **B** A good range of investigation was undertaken. Concepts were well thought through and pursued. Clear understanding of the handling and development of ideas/ concepts; strong implementation of conceptual and technical requirements. | **B-/C+** Adequate range of research and analysis of information. Some aspects of critical understanding were good.  The development of ideas was satisfactory. Some level of experimentation with the media and technical elements involved. | **C/C-** Some use of conceptual analysis, poor or limited demonstration of critical awareness. Poor realisation  of ideas, demonstrates a basic understanding of the concepts and media involved. | **D/F** The student was not engaged with investigating concepts or developing ideas. |
| **Quality of Outcome** – Critical Process, Selection, Editing | | | | |
| **A/B+** Excellent and perceptive handling and development of media and processes. | **B**  Emphasis was given to the use of appropriate media and techniques. Effective use of skills and experimentation. | **B-/C+** Shows adequate ability to use and develop practical skills. Competent. | **C/C-** Demonstrates a basic handling of appropriate media and materials. | **D/F** Little more than a basic ability to employ skills in meaningful ways. |
| **Presentation** – Communication, Support Material and Production Values | | | | |
| **A/B+**  Presentation quality is excellent in all aspects and in communicating the development/resolution  of thought as well as the material resolution of content. | **B**  Good standard of presentation quality. Well organised and clarity of purpose in exhibition design and presentational formats. | **B-/C+** Presentation was proficient and a good general standard of communication. | **C/C-** Merely adequate to show some evidence of production processes development and outcomes. | **D/F** Inadequate presentation, poor expression of ideas and learning processes |

**Alpha/Numeric Grades**

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| **A** 80 – 100 | **B+** 70 – 79 | **B**  60 – 69 | **B–** 55 – 59 | **C+** 50 – 54 | **C** 40 – 49 | **D**  35 – 39 | **F** 0 – 34 |