**University of Central Lancashire**

School of Journalism & Media

MODULE Assignment Specification

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| --- | --- | --- | --- |
| Student name | Adam ridges | Student ID number | G20593592 |
| Programme | Choose/Enter your programme of study | | |
| Module | Creative programming | Module level (4, 5, 6) | 5 |
| Module code | TE2006 | Contribution to overall module assessment (%) | 30% |
| Lecturer | Mark Porter | Internal verifier | Jim Ingham |
| Assignment title | **Prototype application** | Assignment no. (x of x) | 5 of 5 |
| Hand-out date | 23 February 2015 | Submission deadline(s) | 8 May 2015 |
| **Formative feedback date** | 12 March 2015 | **Grade and summative feedback date** | 29 May 2015 |

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| --- | --- |
| 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) using the [Harvard](https://www.uclan.ac.uk/students/study/library/files/Harvard_Referencing_UCLan_Rev_2012.pdf) system. |
| Disclosure | **I declare that this assignment is all my own work and that I will acknowledge all materials used from the published or unpublished works of other people. All references have been duly cited.** |

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| --- | --- | --- |
| An electronic version of the assignment is to be submitted through [Elearn / Turnitin](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp) (**see notes in the Submission section below**). | Yes | **** |
| No | **** |

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| Learning Outcome(s) tested  (from module descriptor) | Assessment Criteria  To achieve each outcome a student must demonstrate the ability to: |
| **1.** Develop and enhance skills in analyzing applications written by others.  **2.** Develop an interactive application to satisfy a given set of criteria, using appropriate methods  **3.** Produce and critically evaluate a structured design for an application  **4.** Demonstrate an understanding of relevant programming principles, techniques and semantics. | * Evaluate similar data driven visual products * Create a functional programmatically generated visuals using a variety of coding techniques * Develop an effective functional specification/plan that leads to the creation of a functional prototype from the supplied brief * Use best practice in the code architecture and methods used to create a prototype |

**This form (ALL PAGES) MUST be inserted at the front of the paper or digital submission.**

# Task Description

You are to create a fully working prototype application that creatively provides a solution, to the brief of your choice that has the following features:

* Creates visual elements that are code generated
* Structured data to generate (in full or in part) on-screen visuals.
* Structured data to manipulate the on screen visuals (animation/interaction /physics)
* An appropriate interface for your chosen delivery platform

It may also include

* Static images(jpg, gif)
* Video
* Audio
* Other HTML5 APIs

Your solution should

* Be effectively planned
* Use appropriate software libraries and/or frameworks
* Use best coding practice

As part of this process, you will also peer review similar applications to see how others have addressed the requirements of similar briefs and provide a short bulleted list of possible alternative methods to the solution.

# SUBMISSION Guidance for Students

**Deliverables:**

1. WORD format document which includes
   1. This brief (completed)
   2. Your application plan / specification (bullet points plus any appropriate schematic)
   3. Your peer application review (short bulleted list )

**Hand in:**

Blackboard:

* Word Document
* A URL to the live prototype
* The URL of your GITHUB repository

GitHub

* Your project code files

Web hosting

* Your live prototype

# Marking Criteria

This section details the assessment criteria. The extent to which you demonstrate these determines your mark. The marks available for each criterion are shown. Feedback will be provided within 15 working days 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.

**PROTOTYPE MARKING CRITERIA AND WEIGHTING (80% Component)**

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| --- | --- | --- |
| **Component** | **Criteria** | **Percentage** |
| Visuals & Interface | The quality and appropriateness of the visual deliverables in relation to the brief and your interface. Use of animation, physics and scripted drawing. | 30% |
| Libraries, frameworks and coding methods | The appropriateness to the task and customisation of them to deliver your visual content.  Use of built in objects, custom functions, custom objects etc. | 25% |
| External data & data methods | The volume, quality, type and methods used. | 15% |
| Code, comments & referencing | Code organisation, clarity and relevance of code comments and your source file references within your code | 10% |

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| Principles of assessment applied | Weight % | Grade  % |
| **Knowledge and understanding** |  |  |
| The work demonstrates knowledge and understanding of the chosen methods / principles as demonstrated by your **planning document** | 10 |  |
| **Critical analysis** |  |  |
| Analysis of another application, alternative development methodologies. **Peer review** | 10 |  |
| **Application to design and synthesis** |  |  |
| Skills and knowledge demonstrated in the application of specific methods and techniques to the demonstration piece in relation to the topic chosen and its functionality. (See detailed marking scheme above). **Prototype** | 80 |  |
| **Evaluation and conclusions** |  |  |
|  | 0 |  |
| **Referencing and supporting evidence** |  |  |
|  | 0 |  |
| **Oral communication** |  |  |
|  | 0 |  |
| **Written communication** |  |  |
|  | 0 |  |
| **Group work** |  |  |
|  |  |  |
| **TOTALS** |  |  |
|  | 100 |  |

# PRINCIPLES OF ASSESSMENT

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class | Knowledge and  Understanding | Critical Analysis | Application to synthesis / design | Evaluation and Conclusions | Referencing /  Supporting evidence | Oral Communication | Written Communication | Group Work |
| Class 1  (Excellent)  80-100 | Clear demonstration of an intuitive understanding of the subject matter encompassing a broader spectrum than taught material. | Succinct, well explained and intuitive analysis, showing a broad and deep knowledge of the subject area. | Full and inventive response, innovative and diverse. Fully realized. | Independent evaluation of material covered demonstrating familiarity with the work of others. Clear conclusions with awareness of the limitations of theory and practice within a body of work. | Exceptional quality and amount drawn from all relevant areas.  Well argued and constructed literature survey which is both up to date and contains sufficient historical detail. | Purposeful and expansive.  Captivating narrative style, illuminating and intriguing content, balanced and comfortable structure. Visual aids used wisely. | Publishable in a peer reviewed journal with little or no modification. | A flair shown for working with others. Able to take a variety of roles within a group with full awareness or the roles and limitations of others. Communication / collaboration that enables others within the group. |
| Class 1  (Outstanding)  70-79.99 | Accurate factual content and clear thorough understanding shown of taught and additional material.  Clear development of own ideas. | A very good analysis of the evidence / problem / arguments or other material under con-sideration. Arguments logical and structured | Very successful application of theory / knowledge to new situations. Demonstrable competence in practical / theoretical investigations. | Distinctive work, showing independent thought and ability to place a personal value judgment on a range of statements / reports. Clear and illuminating conclusions. | Excellent use of references / supporting evidence from various sources. Evidence supports the analysis and evaluation. Awareness of the limitations of existing data, theories or models. | Voice clear, well paced, confident.  Outline and content very clear, relevant and informative.  Narrative well structured. Visual aids very well produced and appropriate. | Excellent: almost no spelling or presentation errors. Appropriate choice of words. Good sentence / paragraph construction. Very clearly presented. Correct scientific conventions used. | Well organised management and performance of tasks.  Clear delineation of roles.  Excellent communication and collaboration |
| Class 2:1  (Above ave)  60-69.99 | Accurate factual content and good understanding of most taught material.  Some development of ideas. | Good analysis, well ordered and clearly presented | Generally sound application of theory / knowledge. Evidence of competence in practical / theoretical investigations. | Evidence of independent thinking and / or logical argument, with some value judgment, and some logical conclusions. | Good use of referencing supporting the content and providing insight.  Some awareness of the limitations. | Voice and delivery good. Content well set out. Narrative generally well structured  Good use of visual aids. | Very good: almost no errors of spelling. Good structure / construction, neatly presented. Readable style. | Evidence of management and performance of tasks.  Some delineation of tasks.  Good communication and collaboration. |
| Class 2:2  (Below ave)  50-59.99 | Adequate factual content and understanding of most taught material.  Some limitations apparent. | Some analytical treatment but may be prone to description, or too narrative, and lacking clear analytical purpose. | Limited application of theory / knowledge with some inaccuracies in work. | Development of some independent thinking. Personal views indicated in broad terms. Limited evaluation. Conclusions limited. | Some use of referencing. | Voice and delivery acceptable. Content coherent.  Narrative lacking some structure.  Visual aids acceptable. | Acceptable: some errors in spelling and syntax. Correct structure, style difficult to follow in places. | Some evidence of responsibility for management and performance of task.  Reasonable communication and collaboration. |
| Class 3  (well below ave)  40-49.99 | Basic recall and limited understanding of a limited range of material. | Largely descriptive or narrative, with little evidence of analytical skill. | Little evidence of application. | Standard view rather than independent view presented. Little evidence of independent thinking. Few valid or relevant conclusions. | Basic use of referencing. | Voice and delivery barely adequate. Narrative poorly structured.  Content lacking relevance. | Poor: many errors in spelling and syntax. Poor structure, difficult to follow. | Poor communication with others in the group.  Little attempt at organization. |
| Recoverable  Fail  30 – 39.99 | Significant gaps / omissions in knowledge. Little evidence of understanding. | Descriptive and / or paraphrased with some inaccuracies. | Insufficient evidence of application. | Significantly flawed evaluation. Some inappropriate conclusions. | Inadequate or irrelevant use of referencing. | Voice and delivery unclear  Narrative unstructured.  Content inaccurate. | Poor spelling and syntax. Poor structure, untidy presentation. | Little evidence of communication. Inadequate organization. |
| Irrecoverable  Fail  0-29.99 | Lack of basic knowledge necessary. No evidence of understanding | Lack of valid analysis. | Virtually no evidence of meaningful application. | No independent evaluation or conclusions. | No use of referencing. | Incomprehensible.  No real factual content. | Incomprehensible.  No discernible structure or meaning. | Lack of communication with others. No evidence of working as a group. Disruptive. Freeloader. |

# Student Self Evaluation Form

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| Student name | Adam ridges | Student number | G20593592 |
| Programme | Web Design and Development | Year of programme | 2nd |
| Assignment title | Prototype application | | |

This section repeats in brief the principles of assessment detailed on previous pages. The extent to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

| Common Assessment Criteria Applied | Level of Achievement | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| REFER | | 3rd | 2:2 | 2:1 | 1st | 1st |
|  | IRRECOVERABLE FAIL | RECOVERABLE FAIL | WELL BELOW AVERAGE | BELOW AVERAGE | ABOVE AVERAGE | OUTSTANDING | EXCELLENT |
| **Knowledge and understanding** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Critical analysis** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Application to design and synthesis** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Evaluation and conclusions** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Referencing and supporting evidence** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Oral communication** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Written communication** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Group work** | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-79% | 80-100% |
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| **Please comment on areas in which you feel that you have performed well** | **Please comment on areas you feel that you need to develop** |
| Click here to enter text. | Click here to enter text. |