

CONTINUOUS DESIGN & DEVELOPMENT

lean and collaborative delivery



HOW I LEARNT
TO STOP WORRYING
AND EMBRACE
THE UNCERTAINTY











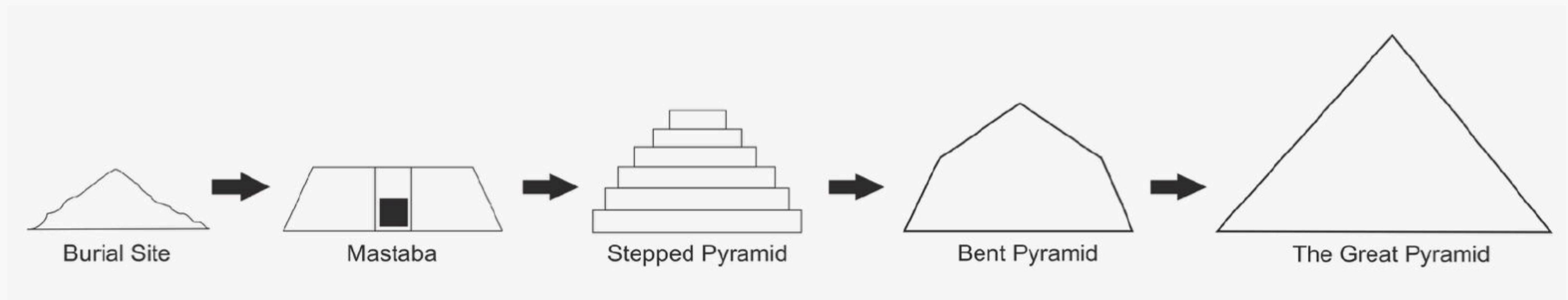












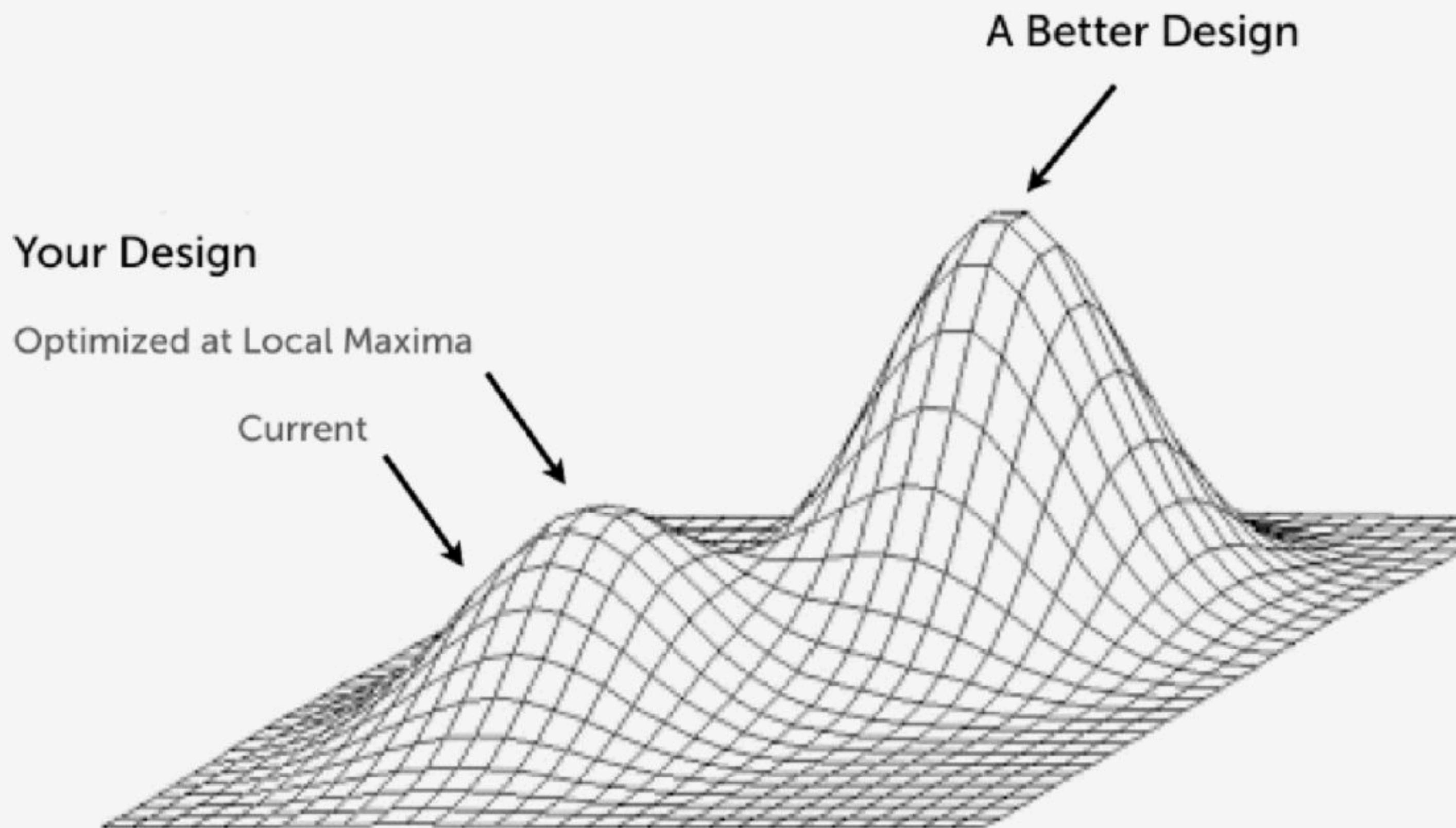
4400-3300 BC
Predynastic Period

1,840 Years

2580-60 BC
4th Dynasty







“

There are two products
at the end of a programme;
the **thing you have managed to make**,
and [...] **all that you have learned.**

The power of what you have learned enables
you to do the next thing and it enables you to
do the next thing better.

Jonny Ive



Work Pass Online



Jane Smith, Welcome!

[Account](#) [FAQ](#) [Contact Info.](#) [Feedback](#) [Sign out](#)

Menu

QUICK ACCESS

[Menu Item 1](#)

[Menu Item 2](#)

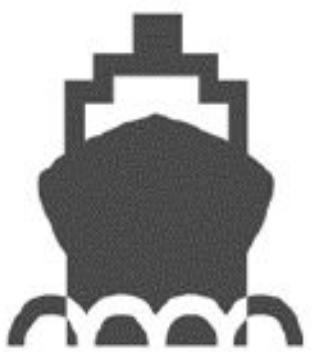
[Menu Item 3](#)

[Menu Item 4](#)

These are personalized news, in a ticker style. User will see news that are specific to him/her. [View](#)

Your Company Profile Summary

[Edit](#)



ABOUT YOUR COMPANY

NanoCorp

UEN: 98761234ABCD

WORK INJURY COMPENSATION INSURANCE

AIA Policy 1234A

Great Eastern 1234B

MEDICAL INSURANCE

AIA Policy 1234A

Great Eastern 1234B

Your Workforce

NEW

CANCEL

RENEW

MORE



Everybody > 89 WP Holders



ELIGIBLE FOR UPGRADE

23

EXPIRING IN 3 MONTHS

27

32 LEVY TIER 1

25 LEVY TIER 2

24 LEVY TIER 3





Angie Santos

WP NUMBER: **15364055**

FIN: **G1209423X**

EXPIRING IN 25 DAYS



WORK PERMIT EXPIRES ON
29 Jun

INSURANCE DETAILS ▾

YOU CAN

[Renew work permit](#)

[Cancel work permit](#)

[Ask for a short extension](#)

If it is useful, we may be able to extend the current permit.

IMPORTANT DOCUMENTS

[!\[\]\(bb57180dea8b51f2cabbaadafb467a2e_img.jpg\) Renewal invitation \(PDF\)](#)

[!\[\]\(a68114a69291a883e0bcd1745b6c67b7_img.jpg\) Medical form \(PDF\)](#)

OUTLINE

Part I: continuous design & development

Part II: lean and collaborative delivery

Part III: doing it at OVO

story

CONCEPT EVOLUTION

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DEER





Middlesex
University
London

Student Details		Received from Address		
		[Redacted]		
Date of Birth	Full/Fist Name	Post/Address	Postal Reference	
[Redacted]	[Redacted]	[Redacted]	GB-131-104	
Details of Organisational Member		Date Issued	Expiry Date	
Edinburgh		2012	2016	
Institution Address		Glasgow University Medical School		
University of Edinburgh		Other Name - Edinburgh Edinburgh Edinburgh Edinburgh Edinburgh		
Edinburgh Edinburgh Edinburgh Edinburgh Edinburgh		Edinburgh Edinburgh Edinburgh Edinburgh Edinburgh		
Virtual Type		Assessment Method		
L.O.		Assessment conducted as per		
L.O.		MA		
Details of Correspondence Address				
All BCC issues of BPA letters provided by [Redacted] in this regard				
Students Preference Form for Correspondence/Correspondence Record				
Date of Assessment	First report to centre	Date of review	Report to student	Report to family/relative
10/03/13	10/03/13	04/03/13	04/03/13	04/03/13

C. Assessment Outcomes and Recommendations	
Detailed description of your support requirements include the evaluation decisions and the following information:	
4.1 Improvement Category or Area	Details of Evaluate and Sustains with specifications
<p>Evidence base, computer based software Does not require a computer or software. See does not have a computer or software. This is relevant to the software independence.</p> <p>There is a limited number of individuals who contribute to the library software. All ready to use most of the existing software necessary for hands-on experiments completed with success.</p>	
4.2 Recommended Equipment Based Student Checkbook	
<p>Instructional Resources Instructional resources are being used for this apprenticeship – particularly one has been developed specifically for this apprenticeship. These resources include the theory and skills required for the apprenticeship. These resources include the theory and skills required for the apprenticeship and the capacity to engage their students in learning them.</p> <p>All students in the first year of a 1200 hr program will require a laptop 12" Macbook laptop and 2 pens/pencils. With her pen computer and will be able to do the work required of her. All students in the second year of a 1200 hr program will require a laptop and a pencil. A Mac is recommended as it is the best and easiest to use a Mac. It is also the industry standard and students are encouraged to use it to improve their apprenticeship. Students will need to be equipped with the right tools and equipment effectively by allowing them to work comfortably for 12 hours per day. They will be able to use the internet, mouse and keyboard to increase their success with using a laptop.</p> <p>In addition, students will need a platform for the added apprentice software necessary involved for her to complete the course. At least one year minimum. It is necessary to have at least one year available for the apprenticeship and will affect her access to other apprentices. Software should be installed at the university level.</p>	
<p>Resources Strategy List the resources required for APPA 6000 Logbook with a brief description – (This is a year long apprenticeship program). To have for one book, year about covering the work or scores. The Logbook can be purchased from Cengage, Inc. and can be found at www.cengage.com under the software section for the Logbook.</p>	

<p>Childcare in the Mat. Home: Using the IFSRPN the children of the Mat. Home would not have complete independence. This means that from 1 year old until this group there would never be the chance of independent care and someone will always be a part of it. Also, the child would never be able to make their own choices.</p>	<p>There was resistance by the administration of the institution during the design assessments. The administrator would rather have to implement new regulations to separate her sections, create rules and issued bylaws and a policies as major update. Having to take out existing institutions, something like this more difficult than recommendations.</p>
<p>Change in the Mat. Home:</p>	<p>The changes in the Mat. Home would be to provide and manipulate food, changing IFS. Please for every section create and also have the ability to use IFS. Implementing new IFS. Based on this in the presentation of presentations and outcome of research data, called IFS. What she will be able to do is to examine its content. She could also have a range test. Testing for the existing weaker components with structuring their performance.</p>
<p>Mat. Home is also disconnected due to lack of communication from the capacity to handle the tasks which would need to be executed, and has to work in order to handle the tasks. Using this structure she would be able to do. To have a structure which are connected to each other. This way she can have a better control over the tasks. She can have an overall view "how of the tasks and actions" because now she has to take care of 1000 tasks in a regular time. Different structure.</p>	
<p>Design of IFS:</p>	<p>Design of IFS: Premium was also informed about the needs assessment and how IFS is an extensive system. This design approach is suitable to measure knowledge for her own positive technique it will assist her getting her Mat. Home own merit and contribution of task because of its content and a point of view as historical information.</p>
<p>Marketing Strategy:</p>	<p>There is a need and there is a need when IFS is purchased over another. She should be approached with an All Cancer Plans problem. If there were no one to take this role her to print material in order to have a look at research work.</p> <p>She will be able to use the writer to check drafts of her work and its content. Consulting person, which may not be accessible on the screen.</p>

	<p>that outcomes, keep online thinking visible so that the right questions can be asked, using them as a source of feedback and evaluation on the content of the lecture. Asking questions requires the power of persuasion. A direct and effective way to do this is to place questions in the conversation of a larger, lecture-thread whilst keeping the question visible.</p>
	<p>In order to ensure that you receive timely and seriously important questions can be done by the lecturer to ask them. One method is to ask the students to write quickly and easily like a telephone whilst having to listen to the teacher's monologue. One will not feel obliged to do it if he or she does not feel comfortable as a questioner.</p>
	<p>The speaking need then be uploaded onto a course or MP3 player as a lecture and the next, uploadable. It is also appropriate to have a short video clip at the end of the video.</p>
	<p>It is also useful to encourage students to take an interactive role. Questions and answers sometimes provide the right moment to involve the audience of a number of students. The most common form of student participation is the question and answer session. This is a good way to involve students in the discussion. The questions will also allow the teacher to listen to the responses and create a class lecture and highlight important sections that form a particular section by highlighting them.</p>
	<p>3.2. Management of Disruptive Students</p>
	<p>Let us look at the following UU Office as a potential supervisor. She is responsible for supervising her office. She makes a file for every visual evidence of disruptive behaviour. She can also print out hard-copies, which can be used in accord with her interests.</p>
	<p>Example 3.2. Disruptive Behaviour Strategy Let us look at the following UU Office as a potential supervisor. She is responsible for supervising her office. She makes a file for every visual evidence of disruptive behaviour. She can also print out hard-copies, which can be used in accord with her interests.</p>
	<p>3.3. Process-Design - Handicapped Report</p>
	<p>3.3.1. Writing the report Let us look at the following UU Office as a potential supervisor. She is responsible for supervising her office. She makes a file for every visual evidence of disruptive behaviour. She can also print out hard-copies, which can be used in accord with her interests.</p>
	<p>Process-Design</p>
	<ul style="list-style-type: none"> a. Communication mechanisms for assignments
	<ul style="list-style-type: none"> b. Sharing the assignment with the students and distributing from the Internet

<ul style="list-style-type: none"> ▪ Planning and realisation – organisational form ▪ Planning PEST risk evaluation ▪ Identifying opportunities and threats assessment ▪ Setting and monitoring KPIs and communicating related maps ▪ Reasoning on-line e.g. using Google sheets ▪ Having on-line instant availability 	<p>Competitive Strategies:</p> <ul style="list-style-type: none"> ▪ Using all experimental, unexploited software ▪ Making decisions, new ideas ▪ Multi-layered analysis and synthesis between applications ▪ Continuous assessment of market and customer feedback ▪ Integrating the system under review in MS Excel (printing, tables, images, linked maps) ▪ Selecting a suitable RPA ▪ Using failure to learn samples (information) ▪ Re-iterating assessments using current learned mapping ▪ Using AI and machine learning (e.g. RPA, ML, AI) ▪ Using AI and machine learning (e.g. RPA, ML, AI) with enhanced visual analysis 	<p>Predictive Strategies:</p> <ul style="list-style-type: none"> ▪ Using specific-specific software ▪ Planning via scenarios, or including stages to plan 	<p>Reacting Strategies:</p> <ul style="list-style-type: none"> ▪ MS Word, MS Excel, Microsoft OneDrive, including interacting parts during recording ▪ For team approval ▪ Transforming Microsoft OneDrive ▪ Continuous automated regular communication (highlights, comments and notifications for texts, file links) ▪ Using digital recorder for tracking our version history 	<p>Time Management & Circularisation Strategies:</p> <ul style="list-style-type: none"> ▪ Interlinkables and common in RPA Culture ▪ Creating lists and infinite iterations ▪ Circular online tracks as self-sustaining on Decisionless Business
<p>10.10. Support for business decision-making and performance management</p>				

<p>What is it?</p> <p>What does it do?</p> <p>Who needs it?</p>	<p>What is it? This is a resource for small and medium-sized schools to use to support their students in developing personal, professional, and academic skills.</p> <p>What does it do? Schools have a choice of different levels of ECDL to focus on: photoediting, presentation, spreadsheet, word, and document editing.</p> <p>Who needs it? This is not intended to cover every level of computing, but as the title says it covers many that have less access to them. Instead, other schools who may not need to use the software on a particular topic (e.g., photoediting) can offer them to others or non-Govt reference institutions to use.</p>
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D.1 Institutional Major Allowance		
Centrally CSA-GPO does not issue institutional major awards. All such awards are issued by the respective regions, visiting taught or integrated and successor institutions. While centrally funded institutions did not expect any award from the CSA-GPO, it is the responsibility of each and every regional institution to make certain compliance occurs in a timely manner.		
Name	Supplied	Cost
Eligibility for remuneration/bonus P7 minimum	CSA/GPO Guidance allowing P-RTT	CPG
By Type:		
NGRNG eligible \$100 for half day P-RTT, \$100 for P2, \$100 for TTF, \$100		
	Total	CPG
D.2 General Allowance		
Name	Supplied	Cost
CSA-GPO Payments:	NGRNG \$100	CPG \$100
Notes, Remunerating HEI/NG	Notes required	CPG
Insurance	See bid	General
Entertainment	allowing at discretion	CPG
CSC, Otherwise, institution will fund and shared Sector, see application	Total	CPG

III Supplier Details

What happens next?

1. If you have not requested to see a draft copy, your report will have also been sent to your funding authority. If you have requested a draft copy after 10 working days of you receiving your copy of the Needs Assessment Report, a copy will be sent to your funding authority for their consideration.
2. Should you have any comments on this report, please contact the Assess Centre as soon as possible. 0800-611 6266 or: Assess@tfl.gov.uk
3. On receipt of the report, your funding authority or other sponsoring body will write to you directly. Please read this letter carefully.
4. If you do not hear from your funding authority or sponsoring body within two weeks of receiving the report, please telephone them to enquire about the progress of your application. You could also ask your facilitator or caseworker to assist you.
5. If any or the items recommended in the report are rejected by your funding authority, please contact the Assess Centre on 0800-611 6266 or Assess@tfl.gov.uk.
6. Computer skills training - telephone the Popack Centreforlessdisabled on 030-8411 5180 when you have a booking date for the equipment or email: 0554001@popack.co.uk

<h2>F. Institutional Support & Additional Information</h2> <p>F-1 Institutional Support</p> <p>Training and learning support services of the institution</p> <p>www.bmstu.ru/en/learning-support-and-services.aspx</p> <p>In addition to following services, the institution offers:</p> <ul style="list-style-type: none"> • Pre-shift training for the students in the field of their learning specialties; • The relevant provided where available, textbooks and copies of DMPs in advance of the lecture. <p>F-2 External Support and Assessment</p> <p>NA</p> <p>F-3 Other Advice and Guidance</p> <p>Review guidance information relevant to the student</p> <p>www.bmstu.ru/en/education-student-life/other-information-for-students/</p> <p>www.bmstu.ru/en/education-student-life/other-information-for-students/</p> <p>over 1000 students. Main communication system is e-mail. It takes about 10 minutes to receive an answer to an e-mail. The average response time is 10 minutes.</p> <p>Over 1000 students. University of Staff's appointment (assistant) – Head of department or subject. It is listed with planning procedure.</p> <p>Qualifications: http://bmstu.edu.ru/ru/qualifications.html</p> <p>Official Address: http://bmstu.edu.ru/ru/official-address/</p>	
<p>Concerning training of the student R. the Report issued on: Related to: B-MING, P-199 N-0019102006.</p>	

SFD System - Notes - Microsoft Internet Explorer provided by Student Loans Company Ltd.

File Edit View Favorites Tools Help

Address [Https://userssecure.studentfinancedirect.co.uk/LEA/customer_view_notes.do?pageOffset=0&pageResults=true](https://userssecure.studentfinancedirect.co.uk/LEA/customer_view_notes.do?pageOffset=0&pageResults=true)

studentfinance direct

12/12/2013

Home Approvals Applications Tasks Admin Logout

Home > Gina Moody (2401059304) > Notes

Notes Filter

Date Created: between Note Type: All
 (DD/MM/YYYY) and

Filter

Note History

Date Created	Created By	Note Type	Note
11/12/2013	MCGARRIGLE, CHELSEA (MCGARRCH6)	General	tpb lte 13/14 slu: update on claim adv: DSA team has requested originals via re-scan as they never received all documents so will go back into work flows. ts: 44uds kb: 2000
02/12/2013	THOMPSON,HAYLEY (THOMPSH6)	General	DSA Claim - Case ID: 131110047600 Requested originals via re-scan sls - only need back of receipts
28/11/2013	DILLON,ANGELA (DILLONAD)	General	DSA IEM to DSA Team (27/11/2013 17:22) from student with completed taxi account proforma. Already passed over NFA.
28/11/2013	BROWN,MITCHELL (BROWNMH5)	General	Taxi Account Request letter sent to Teesside Taxis Limited. Please confirm taxi account once this confirmation has been received.
28/11/2013	KENNARD,ANDREW (KENNARAN5)	General	DSA IEM DSA Team (28/10/2013 12:11) Student has sent in completed taxi proforma however this does not appear to have been actioned to date. Passed into taxi account folder in DSA team inbox for processing.
27/11/2013	CROSBY,TONY (CROSBYT5)	General	ITE DARTL AV: 12/14 CALLER: slud: CALL REASON what is status of claim for taxi fares and proforma sent in ADV GIVEN: re the claim on the 20/11 and working the 15/11 so allow more time. adv proforma not recd via email and to send again, student resent while we were finishing the conversation. ACTION: TIME SCALE: AS ABOVE
20/10/2013	WEST,BARBARA (WESTBAS5)	General	Ito darrl 10/14 Caller sl reason query setting up taxi shot for dsa Advices advised have emailed taxi proforma to be completed and to send in and then will be processed
02/09/2013	SYSTEM GENERATED.CRMADMIN (CRMADMIN)	CLASS	SGAC loaded: academic year=2013, hei code=POTE, attr date=02/09/2013, updated by=BATCH
23/08/2013	SYSTEM GENERATED.CRMADMIN (CRMADMIN)	User Generated Note	Letter sent for processing as request 338138304 within file LET2013082302074000_2013_STUDFINENTENOLAND_009.xml

Done

Document - Microsoft Internet Explorer provided by Student Loans Company Ltd.

File Edit View Favorites Tools Help

Address [Document - Microsoft Internet Explorer provided by Student Loans Company Ltd.](#)

studentfinance england

Claim for reimbursement of costs through DSA - 2013/14

Please attach receipts or invoices as evidence of your purchases.
Please do not include items which are invoiced directly to us.

Details of your costs Amount (£) Name and address of supplier e.g. photocopying e.g. Printstore, 10 High Street

Taxi's		Teesside Cars
1st October Return journey	£ 30.00	70 Dovecot Street Stockton-on-Tees TS18 1LL 01642 875875 .
3rd October Return Journey	£ 30.00	
10th October Return Journey	£ 30.00	
8th October Return Journey	£ 30.00	
10th October Return Journey	£ 30.00	
11th October Return Journey	£ 30.00	
15th October Return Journey	£ 30.00	
17th October (return)	£ 30.00	
18th October (return)	£ 30.00	

Total claimed £ 270.00

Declaration

If you cannot sign this form, it must be signed on your behalf by your Power of Attorney. The Power of Attorney letter must be sent with this form before a signature from that Power of Attorney will be accepted.

- I have incurred the expenses shown on this form.
- I will inform you of any changes that occur.

SFEDAEW1314

Your full name (in BLOCK CAPITALS)
GINA moody

Signed
X Gmoody

Date
16/11/2013

5 of 12

6 of 12

7 of 12

8 of 12

9 of 12

10 of 12

11 of 12

12 of 12



α Hypothesis *B – Digital Needs Assessment*

We believe

offering a digital Needs Assessment capability

for

NACs

will achieve

structured NAR data, enabling automated processing

we shall know
this is true when

- NACs can digitally submit NARs
- we receive data in a usable format for auto-processing
- we receive positive feedback from NACs

α Tasks

B – Digital Needs Assessment

ANALYSIS B1

What are the existing NAC tools and workflows?

WORKSHOP B2

- Identify NAR data and propose structured schema
- Review and standardise NAR

WORKSHOP B3

- Identify ‘NAC Pilot Group’ and establish comms channel
- Gather NAC input

PROTOTYPE B5

Design and test an interface for digital NAR data entry

WORKSHOP B6

Gather NAC feedback and satisfaction on prototype





A	B	C	D	E	F	G
	Impact Area	Allowance	Allowance Category	Item	Item Detail	notes
	Research	Equipment	Computer	Desktop	Computer Type	<freetext>
	Composition			Laptop	Computer Type	<freetext>
	Proofreading			Monitor	Monitor Type	<freetext>
	Note-taking		Warranty	Desktop		<freetext>
	Time Management & Organisation			Laptop		<freetext>
	Examinations & Assessment					
	Access to ICT / Course Technology / Practical Activities					
		Non-Medical Help	Practical Assistance	Practical Support Assistant	Supplier 1	
					Supplier 2	
					Number of Hours	
					Frequency	(per week / year / c
					Cost per Hour net	
					Cost per Hour gross	
					Cost net	
					Cost gross	
				Library Support Assistant	Supplier 1	
					Supplier 2	
					Number of Hours	
					Frequency	
					Cost per Hour net	
					Cost per Hour gross	
					Cost net	
					Cost gross	
				Reader	Supplier 1	
					Supplier 2	
					Number of Hours	
					Frequency	
					Cost per Hour net	
					Cost per Hour gross	
					Cost net	
					Cost gross	
				Scribe	Supplier 1	
					Supplier 2	
					Number of Hours	
					Frequency	
					Cost per Hour net	
					Cost per Hour gross	
					Cost net	
					Cost gross	
				Support Assistant	Supplier 1	
					Supplier 2	
					Number of Hours	
					Frequency	

DSAE
LETTER



FYI

NO Quotes,
Missing Quotes = NO
THE IS STUFF LIKE
CARTERS AND
ORGANISERS +
SOFTWARE

Not Required
As Standard.
Information
could be Lengthy

CHAIRS, DESKS
AND MOBILITY
& SCOOTERS
ETC.

YES

No

CHECK LENGTH
= COURSE LENGTH

EQUIP

SPECIALIST
ASSISTIVE
TECHNOLOGY
(Equipment)

3 Quotes
Every Time

ERGONOMIC &
OTHER
(eg umbrella)

1 Quote
IF POSSIBLE

WARRANTIES

?

* WARRANTY
SHOULD COVER
THE LENGTH/
REMAINING LENGTH
OF STUDENT'S
COURSE

YES

NMH
NON MEDICAL HELP

ASSISTIVE
TECHNOLOGY
TRAINING

2 QUOTES
* 3 often provided

12 SUPPORT
TYPES

2 QUOTES
BUT
Complicated by
EXEMPTIONS

* 12 SUPPORT
DESCRIPTIONS ARE
SOMETIMES LISTED IN
1/2/3/4/5/6/7/8/9/10/11/12/13/14/15
* 2000 IS RECOMMENDED
FROM 2000+ RECOMMEND
+ WITH LOCAL AREA
CODES.

NMH =
NON MEDICAL
"Human" SUPPORT.
Tends to be
OCCUPATIONAL
CODES.

YES

GENERAL

ACCOMMODATION

0 QUOTE
(but user price difference)

WE NEED
DIFFERENCE →
PRICE BETWEEN
ACCOMMODATION
RECOMMENDED &
STANDARD

INTERNET

0 QUOTE

CAPPED
@ £150 OR 10%

OTHER
GENERAL
(books & consumables)

0 QUOTES

WE NEED
ASSESSOR TO
STATE EXPECTED
AMOUNT.
(Capped?)

TRAVEL

Taxi

0 QUOTES
* NEED EXPECTED
COST & PCT
COST

NEED TO KNOW
- HOW MANY
JOURNEY
- HOW OFTEN
- PRICE EXPECTED
- = PCT

YES

YES
NO

SIGN-IN

NAC	Customer Reference Number
Username	Date of Birth
Password	▼ ▼ ▼

RATCHET
http://ratchet.sussex.ac.uk/service.your.ac.uk

! Required for Auto-Processing
P Flag for data cleanse
R Required for DSA2
↓ Auto-populate
I Frequent
B Attachment required
G Don't show in UI

READ **WRITE**

PERSONAL DETAILS

CRN	First Name	Surname	Date of Birth	Disability Condition	Consent to Share
-----	------------	---------	---------------	----------------------	------------------

STUDY

HEI Name	Course Name	Study Mode	Intensity of PT study
----------	-------------	------------	-----------------------

NAC

NAC Organisation	NAC Branch	NAC Branch Type	NAR reference	Assessor Name	Assessment Date	NAR fee
------------------	------------	-----------------	---------------	---------------	-----------------	---------

Date Reported to Funding Body

NAR

RECOMMENDATIONS	JUSTIFICATIONS	NOTES	ADDITIONAL INFO
Student have access to computer or smartphone?	Impact Area	Justification	Quote Summary
	Allowance		DSA2 Format
	Allowance Category		Quotes
	Item		Career & Study History
	Item Detail		Supplies/Contacts
			HEI Recommendations

Submit NAR!



I recommend:

Equipment: Desktop Laptop Ergon.

because...

auto-pop Quotes sections

Desktop: CLASSIC PC Ranie Is this contact correct? buy@ranie.com

Desktop: CLASSIC PC Ergon. Other Writing, mother, prompts Vicent Tech 666 You have not chosen a supplier on the NAC registered list, why?

NMH Support Types

- 1:1 Study Skills
- Notetaking
- Mentoring
- AT Training

because...

per support type selected

auto-pop summary for review

NAR Summary

For Tina I recommend:

Equipment

Supplier	Ranje	6569
Supplier	Ranie	6488
Supplier	Bart's	6222

Quotes

Supplier	Ranie	per hr
Supplier	Bart's	£15
Supplier	Bart's	£14
Supplier	...	£45

NMH Notetaking 20hrs/wk

CRN DOB

The report

Recommendation: Type IV add

CLICK! About the Study CRN DOB

PRINCIPLE - National is up front, extensible on demand.

Personal Details / Justification / Quotes / Additional Information Report

CRN DOB FIRST NAME SURNAME HEI

DISABILITY CTS COURSE

NAC (National Course) ASSESSOR NAME FEE

Branch (Local Doctor) Date of Assessment

Centre Type (Department) Date Submitted

Does The Student Have Working Computer That Is Suitable for Their Course Yes O No

Does The Student Have a Mobile Device Suitable for Time Management Yes O No

What Are You Recommending?

EQUIPMENT

ITEM	SUPPLIER	NET COST	GROSS COST	QUOTE NO.	PHONE NO.	E-MAIL ADDRESS
1	"	£	£	"	"	"
2	"	£	£	"	"	"
3	"	£	£	"	"	"

NNH

TYPE	SUPPLIER	HOURS	PER HOUR/HOUR	HOURS/HOUR	TOTAL COST
1	"	"	"	"	"
(+)	"	"	"	"	"

General Allowance

TYPE	COST PER YEAR
(+)	"

BACH

WARRANTY

QUOTES

EQUIPMENT

NEEDS ASSESSMENT

Suppliers

Supplier dropdown

Supplier contact

Quote summary

HEI Recommendation

Recomendations

Type IV add

New Type Justification

Symbol show if part of recommendation

Student Details		Assessment Details		Report Reference	Auto Populated	Equipment Recommendations		Report Reference	Auto Populated		
CRN	Free Text	Look Up	Assessment Centre	Based on Log In							
Name	Auto Populated		Needs Assessor	Based on Log In							
Surname	Auto Populated		QA Assessor	Free Text							
DOB	Auto Populated		Centre Phone No	Based on Log In							
			Centre Email Add	Based on Log In							
			Centre Name/Address	Drop Down							
Student Type	Auto Populated		Centre Type	Auto Populated							
Course	Auto Populated		Assessment Date	Date Selection		Maintenance and Support	Drop Down	(i)			
HEI	Auto Populated		Report Signed Off	Date Selection		Insurance Period	Drop Down	(i)			
End Date	Auto Populated		Sent to SFE	Date Selection		Computer	Drop Down	(i)	Yes		
No of Weeks Per Year	Free Text					+ Computer	Drop Down		No		
Disability	Auto Poulated		Other Disability	Free Text		Ergo	Drop Down				
Disability Type	Auto Poulated		Evidence Provided	Yes/No		+ Ergo	Drop Down				
Font Size	Drop Down		NAR Fee (Inc VAT)	Free Text £		Software	Drop Down	(i)			
						+ Software	Free Text				
Summary of Recommendations						SFE USE	Drop Down	Free Text	(i)		
Specialist Equipment						ONLY	Drop Down				
	Supplier Name	Quote Number	NET Cost	Gross Cost	Supplier Phone	Supplier Email	+ Hardware				
Quote 1	Drop Down	Free Text	Free Text	Free Text	Pop Based on Name	Pop Based on Name	Adhoc	Items Not Built In Drop Downs....	(i)		
Quote 2	Drop Down	Free Text	Free Text	Free Text	Pop Based on Name	Pop Based on Name					
Quote 3	Drop Down	Free Text	Free Text	Free Text	Pop Based on Name	Pop Based on Name					
	+ Ergonomic Equipment						Standard Delivery and On Site Assembly	<input type="checkbox"/>	(i)		
	+ Other Equipment						Extended Delivery and On Site Assembly	<input type="checkbox"/>	(i)		
Non Medical Help							Delivery Only	<input type="checkbox"/>	(i)		
AT Training											
	Supplier Name	Amount	Type	Net Cost	Gross Cost	Supplier Phone	Supplier Email				
Quote 1	Drop Down	Drop Down	Drop Down	Free Text	Free Text	Pop Based on Name	Pop Based on Name				
Quote 2	Drop Down	Drop Down	Drop Down	Free Text	Free Text	Pop Based on Name	Pop Based on Name				
Quote 3	Drop Down	Drop Down	Drop Down	Free Text	Free Text	Pop Based on Name	Pop Based on Name				
NMH 1+											
	Drop Down										
	Supplier Name	Hours	Frequency	Net Cost	Gross Cost	Supplier Phone	Supplier Email				
Quote 1	Free Text	Drop Down	Drop Down	Free Text	Free Text	Free Text	Free Text				
Quote 2	Free Text	Drop Down	Drop Down	Free Text	Free Text	Free Text	Free Text				
	+ Colour Sensitivity Recommended										
General Allowance											
	Item	Amount Per Year									
	+ Drop Down	Free Text									
Accommodation											
	Type	Student Cost (if known)	Standard Cost	Difference							
	+ Drop Down	Cost Per Year	Cost Per Year	£							
Travel											
	Type	Taxi Cost (if known)	PTC (IF KNOWN)	Difference	Journeys	Per					
	+ Drop Down	Cost Per Journey	PTC Costs	£							





CRN [] DOB []

CRN 0013728668

James Cook
01.07.1984.
Dyslexia.
Full Consent to Share

swipe
Multimedia Product Design
at Leeds Metropolitan University
Part-time (40%)

NAC ORGANISATION
UK NACN

NAC BRANCH
Leeds

Outreach Centre. ✓

ASSESSOR NAME
Mike Burbiglia

ASSESSMENT DATE
20/01/2014

proportionate with today's date

NAR REFERENCE
03327MB

NAR FEE
£ 700.00

NEEDS ASSESSMENT REPORT

General Allowance

Impact Area ✓
Allowance category ✓
Item. ✓
ooo
Justification.

+ Add another item

Travel

Impact Area ✓
Allowance category ✓
Item. ✓
ooo
Justification.

+ Add another item

Quotes

Study and Career history
Optional — any relevant details

HEI recommendations

Recommendation ✓

+ Add another recommendation

I confirm all information is accurate
to the extent of my knowledge; and
quotes have been rendered and
selected fairly & appropriately

Submit NAR to DSA

~ Top

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~~which S
placed under
dentalist
area~~

<article>
<main>

from log in

propagable
with today's
date

~~time VAT~~ P.

CRN | DOB

N003P29681
James Cook
01.07.1984
Dyslexia.
Full content to Share

studing Multimedia Product Design
at Leeds Metropolian
Part-time (40%)

NIC ORGANISATION
UK NACN
NAC BRANCH
Leeds
Outreach Centre. ✓

ASSESSOR NAME
Mike Burbridge

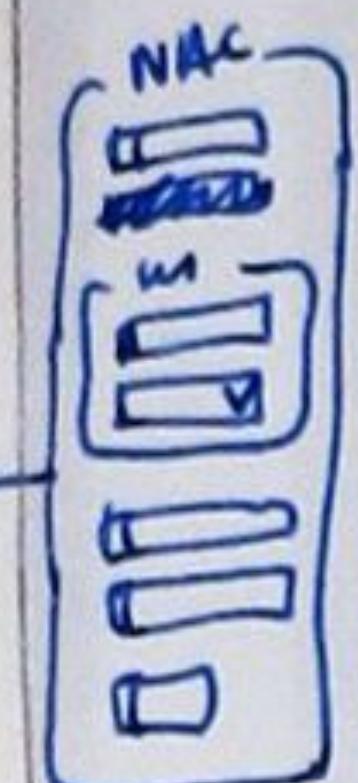
ASSESSMENT DATE
20/01/2014 date

NAR REFERENCE
03327MB
NAR FEE
£ 700.00 + number + currency.

NEEDS ASSESSMENT REPORT

<header>
<aside>
microformats

schema.org
<aside>



General Allowance

Allowance category
Item

P. . . .
P. Justification

+ Add another item

Travel

Allowance category
Item

P. . . .
P. Justification

+ Add another item

Quotes

Study and Career history

P. Optional — any relevant detail
additional relevant to student's...

HEI recommendations

P. Optional — ...

I confirm all information is accurate
to the extent of my knowledge, and
quotes have been rendered and
selected fairly & appropriately

Submit NAR to DSA

SOME

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Legal

<hoster>

Review screen

h2


```
142
143
144 <section id="report">
145   <h2>Needs Assessment Report</h2>
146   <p>All fields are required unless marked <i>(optional)</i></p>
147   <form>
148
149
150   <h3 id="current-equipment">Current Equipment</h3>
151   <fieldset>
152     <legend>Student's current equipment</legend>
153     <p>Does the student own:</p>
154     <p class="group">
155       <label for="existing-computer"><input type="checkbox" id="existing-computer" title="Student has a suitable computer" value="Yes"> A <dfn title="#">computer</dfn> suitable to complete work required for their course?</label>
156     </p>
157     <p class="group">
158       <label for="existing-smartphone"><input type="checkbox" id="existing-smartphone" title="Student has a suitable smartphone" value="Yes"> A <dfn title="#">smartphone</dfn> suitable for personal time management?</label>
159     </p>
160   </fieldset>
161
162
163   <h3 id="equipment">Equipment</h3>
164   <fieldset>
165     <legend>Recommendation</legend>
166     <p class="group">
167       <label for="allowance-equipment-1-category">Equipment category</label>
168       <select id="allowance-equipment-1-category" required>
169         <option value="" disabled selected>Equipment category</option>
170         <option value="Computer">Computer</option>
171         <option value="Computer Accessory">Computer Accessory</option>
172         <option value="Ergonomic Aid">Ergonomic Aid</option>
173         <option value="Ergonomic Furniture">Ergonomic Furniture</option>
174         <option value="Ergonomic Peripheral">Ergonomic Peripheral</option>
175         <option value="Hardware">Hardware</option>
176         <option value="Hardware Accessory">Hardware Accessory</option>
177         <option value="Other Equipment">Other Equipment</option>
178         <option value="Printer">Printer</option>
179         <option value="Printer Peripherals">Printer Peripherals</option>
180         <option value="Scanner">Scanner</option>
181         <option value="Software">Software</option>
182         <option value="Warranty">Warranty</option>
183       </select>
184     </p>
185     <p class="group">
186       <label for="allowance-equipment-1-item">Item</label>
187       <select id="allowance-equipment-1-item" required>
188         <option value="" disabled selected>Item</option>
```

Needs Assessment Report

All fields are required unless marked (*optional*)

Current Equipment

Student's current equipment

Does the student own:

- A *computer* suitable to complete work required for their course?
- A *smartphone* suitable for personal time management?

Equipment

Recommendation

Equipment category

Equipment category

Item

Item

Item details

e.g. Manufacturer, model, specs...

Justification

Justification for recommendation...

Recommendation

Equipment category

Equipment category

Item

Item





Needs Assessment Report

All fields are required unless marked (*optional*)

Current Equipment

Student's current equipment

Does the student own:

- A *computer* suitable to complete work required for their course?
- A *smartphone* suitable for personal time management?

Equipment

Recommendation

Equipment category

Equipment category 

Item

Item 

Item details

e.g. Manufacturer, model, specs...

Justification

Justification for recommendation...

Recommendation

Equipment category

Equipment category 

Item

Item 

[Skip search](#)

DSA Study Needs Assessment

Search for a Student

CRN Last Name Date of Birth

Assessment Details

Student

- CRN 53888672171
- Francesça Lloyd
- 28.05.1988
- Dyslexia
- Full Consent to Share

Study

- Pharmacology
- Leeds Metropolitan
- Part-time (40%)

Needs Assessment Centre

Needs Assessment Centre

NAC Organisation NAC Branch NAC Branch Type ▼NAC Reference

[Skip to report](#)

DSA Needs Assessment

Search for a Student

CRN

Last Name

Date of Birth

Assessment Details

Student

- CRN 53888672171
- Francesça Lloyd
- 28.05.1988
- Dyslexia
- Full Consent to Share

Course

- Pharmacology
- Leeds Metropolitan
- Part-time (60%)

Needs Assessment Centre

[Skip to assessment](#)

DSA Needs Assessment

ALPHA

[Save changes](#)

Locate student record

 CRN 000000000000 Last Name Date of Birth – DDMMYYYY[Search](#)

Needs Assessment Report

[Skip to navigation](#)

All fields are required unless marked (*optional*)

Student

- CRN 53888672171
- Francesça Lloyd
- 28.05.1988
- Dyslexia
- Full Consent to Share

Course

- Pharmacology
- Leeds Metropolitan
- Part-time (60%)

Navigation

- [Assessment Details](#)
 - └ [Student](#)
 - └ [Course](#)
 - └ [Needs Assessment Centre](#)
- [Needs Assessment Report](#)
 - └ [Current Equipment](#)
 - └ [Equipment](#)
 - └ [Non-Medical Help](#)
 - └ [General Allowance](#)
 - └ [Travel](#)
 - └ [Quotes](#)
 - └ [Additional Information](#)
 - └ [Confirmation](#)

CRN 000000000000

Last Name

Date of Birth – ddmm/yyyy



DSA Needs Assessment

ALPHA

Save assessment

Needs Assessment Report

Student

- CRN 53888672171
- Francesça Lloyd
- 28.05.1988
- Dyslexia
- Full Consent to Share

Course

- Pharmacology
- Leeds Metropolitan
- 4yrs (2014/18), Part-time (60%)

Assessment Details

- [Student](#)
- [Course](#)
- [Needs Assessment Centre](#)

Needs Assessment Report

- [Current Equipment](#)
- [Equipment](#)
- [Non-Medical Help](#)
- [General Allowance](#)
- [Travel](#)
- [Quotes](#)
- [Additional Information](#)

Needs Assessment Centre

NEEDS ASSESSMENT CENTRE DETAILS

Assessment Date

dd/mm/yyyy



Assessor

Full Name

Needs Assessment Centre

Organisation

Centre Name

Location

Centre Type

story

COMPONENT EVOLUTION

Term dates

Term 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
to			
Term 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
to			
Term 3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
to			

Create course

Complex Terms

Unenh/MF

AY15/16 Term Dates

Term 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			
Term 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			
Term 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			

✓ Terms vary by year

- select menus to capture date
- show 1 set of terms, show all terms across years on demand.

if these dates are entered, duplicate them into all fields when expanded out

(Simple/Simple)	
Year 1	
T1	0000-0000
T2	0000-0000
T3	0000-0000
T4	0000-0000
T5	0000-0000
T6	0000-0000
T7	0000-0000
T8	0000-0000

AY15/16 Term Dates

Year 1	Term 1	Term 2	Term 3
	<input type="text"/>	<input type="text"/>	<input type="text"/>
Term 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			
Term 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			
Term 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			

AY15/16 Term Dates	
Year 1	Term 1
Year 2	Term 1
Year 3	Term 1

- flip wks...

?

is DAY part of DATE req?
why not just pay on first
of month...

Enh/RWD

- Replace <selects> with datepickers w/ good masks.
- RWD/Hipaxer?

AY15/16 Term Dates

Year 1	Term 1	Term 2	Term 3
	<input type="text"/>	<input type="text"/>	<input type="text"/>
Term 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			
Term 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			
Term 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
to			

AY15/16 Term Dates

Year 1 Term 1 Term 2 Term 3

+ Add another start date

Year 2

+ Another start date

Year 3

+ Another start date

Year 6

AY16/17 Term Dates

Term 1 Term 2 Term 3

+ Terms vary by year

AY16/17 Term Dates	
Y1	T1 T2 T3
Y2	0000 0000 0000
Y3	0000 0000 0000

+ Another start date

Y4 Y5 Y6

?

what if

- user enters first set of dates (any year/row...)
- on focus: out - JS duplicates dates in corresponding

✓ complex fees
per semester
per year

✓ complex terms
X location per yr?

X multiple start dates?

Term dates

Term 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Term 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Term 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Create course

✓ = complex fees
 + per, danielle
 - per

✓ complex term
 ✗ (location per yr)?
 ✓ multiple start dates?

Complex Terms

Unrel/MF

ATIS/16 Term Dates

Term 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

✓ Terms vary by year

- select menus to capture date
- show 1 set of terms, show all terms across by demand.

? Is DAY part of DATE req?
 Why not just say on first of month...

Enh/RWD

ATIS/16

Term Dates

Year 1: Term 1 Term 2 Term 3

+ Add another start date

Year 2

+ Another start date

Year 3

+ Another start date

Year 6

- Replace <selects> with datepickers w/ good masks.
- RWD/Hipaxer?

if these dates are entered,
 duplicate them into all fields
 when expanded out

(Simple/Simple)	
Year	
T1	T1 0000-0000
T2	T2 0000-0000
T3	T3 0000-0000
T4	T4 0000-0000
T5	T5 0000-0000
T6	T6 0000-0000

ATIS/16

Term Dates

Year 1	Term 1	Term 2	Term 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⋮			
Term 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ATIS/16			
Year	Term 1	Term 2	Term 3
Y1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⋮			

- flip rows...

②

Term dates	<input type="checkbox"/>		
Year 1	Term 1	Term 2	Term 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⋮			
Term 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

④

ATIS/16	Term dates		
	<input type="checkbox"/>		
Year 1	Term 1	Term 2	Term 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⋮			
Term 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⑤

ATIS/16			
Year	T1	T2	T3
Y1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⋮			

Y2 Set

? what if

- user enters first set of dates (any year/row...)
- in focus: out - JS duplicates dates in corresponding

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[Service manual](#) > [Technology](#) > Using progressive enhancement

Progressive enhancement

How to create pages that work regardless of browser capability

Contents

[First, just make it work](#)

[Second, make it work better](#)

[It isn't about "JavaScript off"](#)

[It isn't only about JavaScript](#)

[Further reading](#)

First, just make it work

Make any new page or feature work with HTML alone – no images, no CSS, no JavaScript, nothing but HTML. Interactive elements are only those capable of being implemented with [forms](#) and server-side processing.

This gives a baseline experience, which will work in practically every browser. It allows your site to work for as many people and devices as possible, including older legacy browsers and devices.

Second, make it work better

From this baseline, extra layers can then be added:

- the page can have images
- advance styling can be applied
- interactions can be made smoother and faster without the need to refresh the entire page
- validation of submitted data can be performed before it hits the network
- charts and data tables can be turned into visualisations with interactive elements

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Progressive enhancement

How to create pages that work regardless of browser capability

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4 characters, full-time courses only.

Course location

University of Cerium, Glasgow

AY15/16 Designation & Fees

AY15/16 Designation & Fees

- | | | |
|--|------------------|-----------------------------------|
| <input checked="" type="checkbox"/> England | All years £ 9000 | Fees vary by year |
| <input checked="" type="checkbox"/> Northern Ireland | All years £ 9000 | Fees vary by year |
| <input checked="" type="checkbox"/> Scotland | All years £ 9000 | Fees vary by year |
| <input checked="" type="checkbox"/> Wales | All years £ 9000 | Fees vary by year |

Term dates

Dates where AY15/16 funding payments are made to provider for all years of this course.

Year 1 Term 1

01	Jan	2015
to		
01	Jan	2015

Term 2

01	Jan	2015
to		
01	Jan	2015

Term 3

01	Jan	2015
to		
01	Jan	2015

Year 2 Term 1

01	Jan	2015
to		
01	Jan	2015

Term 2

01	Jan	2015
to		
01	Jan	2015

Term 3

01	Jan	2015
to		
01	Jan	2015

Year 3 Term 1

01	Jan	2015
to		
01	Jan	2015

Term 2

01	Jan	2015
to		
01	Jan	2015

Term 3

01	Jan	2015
to		
01	Jan	2015

[Create course](#)



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Progressive enhancement

How to create pages that work regardless of browser capability

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- validation of submitted data can be performed before it hits the network
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Progressive enhancement

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[It isn't only about JavaScript](#)

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- advance styling can be applied
- interactions can be made smoother and faster without the need to refresh the entire page
- validation of submitted data can be performed before it hits the network
- charts and data tables can be turned into visualisations with interactive elements

Term dates

Yr1 T1 [] - []
T2 [] - []
T3 [] - []

Yr2 T1 [] - []
T2 [] - []
T3 [] - []
Yr3 T1 [] - []
T2 [] - []

Term dates

Term dates are the same across all years.

Term 1 [] - []
Term 2 [] - []
Term 3 [] - []

Yr2
Term 1 [] - []
Term 2 [] - []
Term 3 [] - []
Yr3
Term 1 [] - []

{etc}

Term dates

Term dates are the same for all years.

Term 1 [] - []
Term 2 [] - []
Term 3 [] - []

Term dates

Yr1

Term 1 [] - []
Term 2 [] - []
Term 3 [] - []

use these dates for all

Yr2

Term 1 [] - []
Term 2 [] - []
Term 3 [] - []

Yr3

Term 1 [] - []
Term 2 [] - []

{etc}

6.

7.

Year 1 Term 1 [] - []
Term 2 [] - []
Term 3 [] - []

Year 2 ...

8.

Year 1 Term 1 [] - []
Term 2 [] - []
Term 3 [] - []

Year 2 ...

- "cohorts" ?
- "use these dates for years 1-3"
vs
"use these dates across all years"
- "per" instead of "by" ?
(+ complex fees)

4 characters, full-time courses only.

Course location

University of Cerium, Glasgow

AY15/16 Designation & Fees

AY15/16 Designation & Fees

- | | | |
|--|------------------|-----------------------------------|
| <input checked="" type="checkbox"/> England | All years £ 9000 | Fees vary by year |
| <input checked="" type="checkbox"/> Northern Ireland | All years £ 9000 | Fees vary by year |
| <input checked="" type="checkbox"/> Scotland | All years £ 9000 | Fees vary by year |
| <input checked="" type="checkbox"/> Wales | All years £ 9000 | Fees vary by year |

Term dates

Dates where AY15/16 funding payments are made to provider for all years of this course.

Year 1 Term 1

01	Jan	2015
to		
01	Jan	2015

Term 2

01	Jan	2015
to		
01	Jan	2015

Term 3

01	Jan	2015
to		
01	Jan	2015

Year 2 Term 1

01	Jan	2015
to		
01	Jan	2015

Term 2

01	Jan	2015
to		
01	Jan	2015

Term 3

01	Jan	2015
to		
01	Jan	2015

Year 3 Term 1

01	Jan	2015
to		
01	Jan	2015

Term 2

01	Jan	2015
to		
01	Jan	2015

Term 3

01	Jan	2015
to		
01	Jan	2015

[Create course](#)

Year 5 £ 9000

Year 6 £ 9000

These fees are the same for All Domiciles

Term Dates

- All years term dates are the same

All Years

Year 1 dates are remembered from the last course you added.

Term 1 to

Term 2 to

Term 3 to

- Variable term dates

Year 1

Year 1 dates are remembered from the last course you added.

Term 1 to

Term 2 to

Year 5 £ 9000

Year 6 £ 9000

These fees are the same for All Domiciles

Term Dates

All years term dates are the same

All Years

Year 1 dates are remembered from the last course you added.

Term 1

DD	MM	YYYY

to

DD	MM	YYYY

Term 2

DD	MM	YYYY

to

DD	MM	YYYY

Term 3

DD	MM	YYYY

to

DD	MM	YYYY

Variable term dates

Year 1

Year 1 dates are remembered from the last course you added.

Term 1

DD	MM	YYYY

to

DD	MM	YYYY

Term 2

DD	MM	YYYY

to

DD	MM	YYYY

Year 5 £ 9000

Year 6 £ 9000

These fees are the same for All Domiciles

Term Dates

Year 1

Term 1

to

Start date

End date

Term 2

to

Start date

End date

Term 3

to

Start date

End date

These dates are the same for all years

+ [Add another course intake](#)

Add this Course

Top

Year 5 £ 9000

Year 6 £ 9000

These fees are the same for All Domiciles

Term Dates

Year 1

Year 1 dates are remembered from the last course you added.

[Clear dates](#)

Term 1

to

Start date

End date

Term 2

to

Start date

End date

Term 3

to

Start date

End date

These dates are the same for all years

[Add another course intake](#)

[Add this Course](#)

Top

The new term dates
makes my life so much easier.
When I saw this I was the
happiest man alive.

Course Administrator, University of Glasgow

"It ain't
iteration, if you
only do it once"

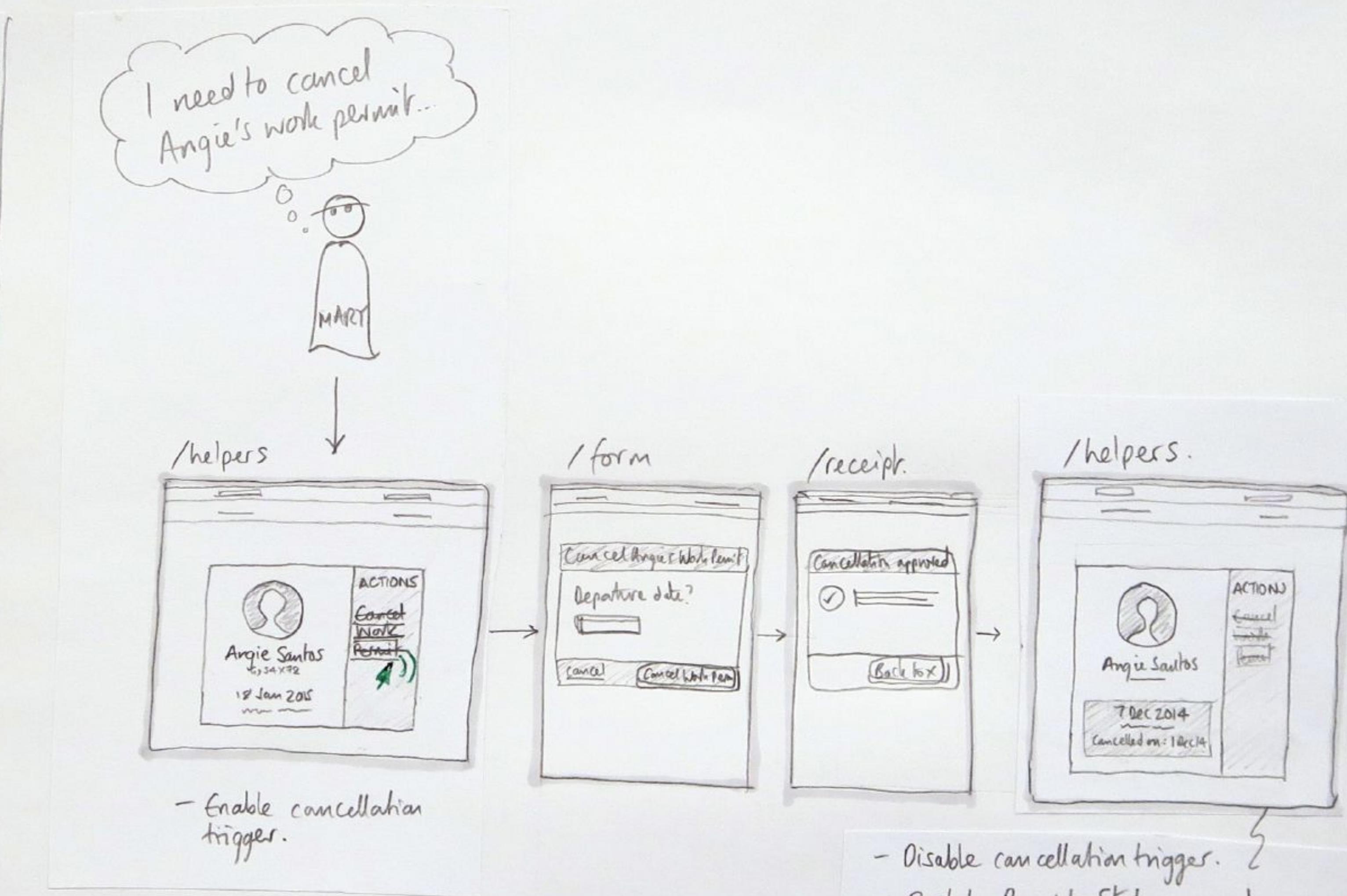
— JEFF PATTON

CANCELLATION Wave 1.2

1522

Mary wants to end her Helper's employment.

- - Single Cancellation trigger.
- Introduce form w/ dep. date
- Introduce basic Receipt.
- Update Helper Profile
 - disable trigger
 - countdown?
 - update status.



- Disable cancellation trigger.
- Restyle Permit Status panel
- Update 'Pass Expires on...' date to 7 days from cancellation date.
- Replay 'Cancelled on...' date.

Cancel form

You are about to close the employment of GOH'SWEE LIAN DOROTHY.

1. Check your personal details

Name

LIM. BENG CHOON

Email

beverly@cormier.biz

Mobile

98765432

2. Send your helper home

Departure date

2015 ▾ January ▾ 23 ▾

[Cancel this employment](#)

[Abort cancellation](#)

Cancel form

You are about to close the employment of GOH'SWEE LIAN DOROTHY.

1. Check your personal details

Name

LIM. BENG CHOON

Email

beverly@cormier.biz

Mobile

98765432

2. Send your helper home

Departure date

23  January 2015

[Cancel this employment](#)

[Abort cancellation](#)

Cancel form

You are about to close the employment of GOH'SWEE LIAN DOROTHY.

1. Check your personal details

Name

LIM. BENG CHOON

Email

beverly@cormier.biz

Mobile

98765432

2. Send your helper home

Departure date

22 January 2015 ▾

[Cancel this employment](#)

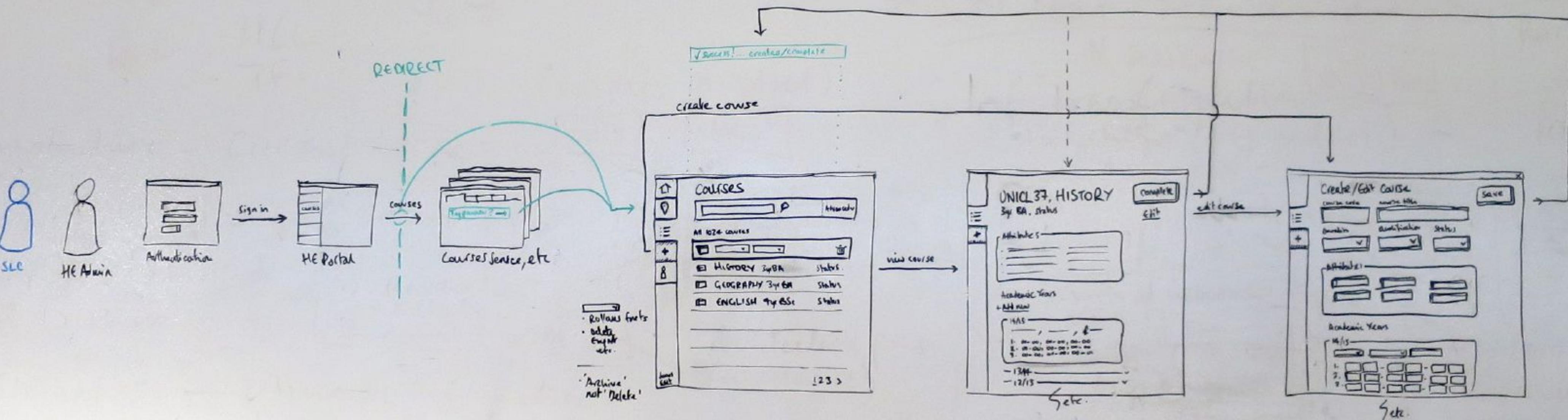
[Abort cancellation](#)



Designer as *facilitator*

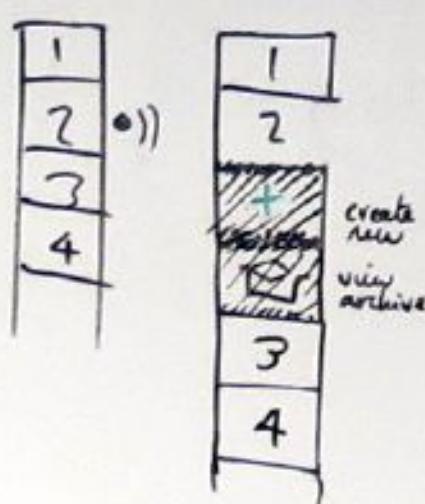
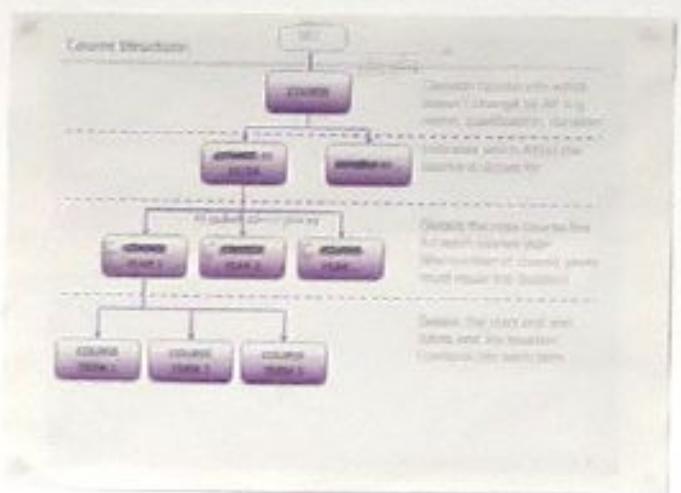
story

INTERFACE EVOLUTION



- Are attributes a child of academic year?

Validation - realtime inline data validation
- business rules validation on save.



AY15/16 - University of Cerium, Glasgow

Create a new course

All fields are required unless marked optional.

Course details

Name & qualification

Course name

- Select qualification -

Subject

- Select category -

- Select sub-category -

Study modes

Full time

Part time

Duration

- Select course duration -

UCAS code (optional)

UCAS code

4 characters, full-time courses only.

Course location

University of Cerium, Glasgow

Designation & Fees



All providers

Go

Details

Courses

Locations

HEI code: QONF
Provider type: University
Funding status: Authority-funded
UKPRN:
UCAS code:

Address
*University Avenue
Glasgow
G12 8QQ
United Kingdom*

AY15/16

Designation: England, Northern Ireland

Full-time fee cap: £9000

Part-time fee cap: £9000

Notes:

Courses

ALL COURSES (3)

QUALIFICATION DURATION UCAS

[Astro-Physics Experimental Laboratory Studies](#)

BA

1yr



Search for a Provider 

Course details

Provider

Locations

Courses

Details

Course name: Theoretical Computer Science and Applied Mathematics

Qualification: Bachelor degree

Duration: 6 years

UCAS code: A12

Subject categories:
I – Computer Sciences
I100 – Computer science

I – Computer Sciences
I140 – Human-computer interaction

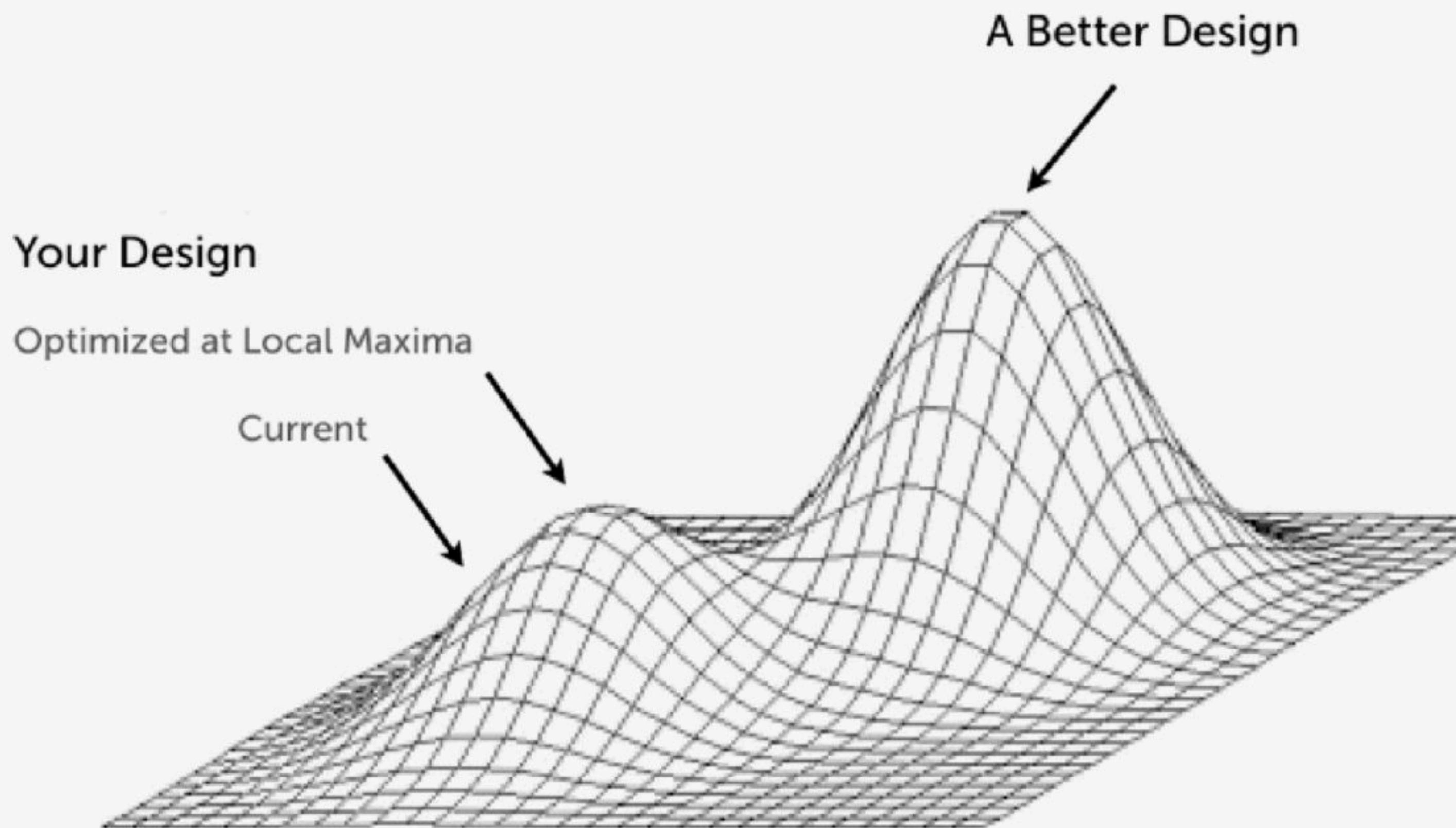
G – Mathematical Sciences
G120 – Applied mathematics

Course Attributes: With a Placement Year
Year 1

AY15/16

Locations

 Campus 1 School 1[Send Feedback](#)



Search for a Provider 

Course details

[Provider](#)[Locations](#)[Courses](#)

Details

Course name: Theoretical Computer Science and Applied Mathematics

Qualification: Bachelor degree

Duration: 6 years

UCAS code: A12

Subject categories:
I – Computer Sciences
I100 – Computer science

I – Computer Sciences
I140 – Human-computer interaction

G – Mathematical Sciences
G120 – Applied mathematics

Course Attributes: With a Placement Year
Year 1

AY15/16

Locations

 Campus 1 School 1[Send Feedback](#)

[All Providers](#) > Royal Borough of Windsor & Maidenhead Graduate Teacher Training Partnership

Provider

Locations

Courses

[Replay Introduction](#)

Theoretical Computer Science and Applied Mathematics

Details

Course name Theoretical Computer Science and Applied Mathematics

Qualification Bachelor degree

Duration 6 years

UCAS code A12

Subject categories
I – Computer Sciences
I100 – Computer science

I – Computer Sciences
I140 – Human-computer interaction

G – Mathematical Sciences
G120 – Applied mathematics

Course attributes
 With a Placement Year
Year 1

“

We make the road by walking—
the way you really learn is to start
something and **learn as you go along.**

Paulo Freire

OUTLINE

Part I: continuous design & development

Part II: lean and collaborative delivery

Part III: doing it at OVO

idea

PAIR MORE



#2733

/helpers

- Create new cancellation form
- Reason page
- To do page
- Use 'check your contact details'
- Reason

- Create new confirmation page

- Very hard card return panel not applicable

A wireframe of a cancellation form interface. It includes a 'NOTE' section with a note about the cancellation date and a summary table.

/IPA-not_entered

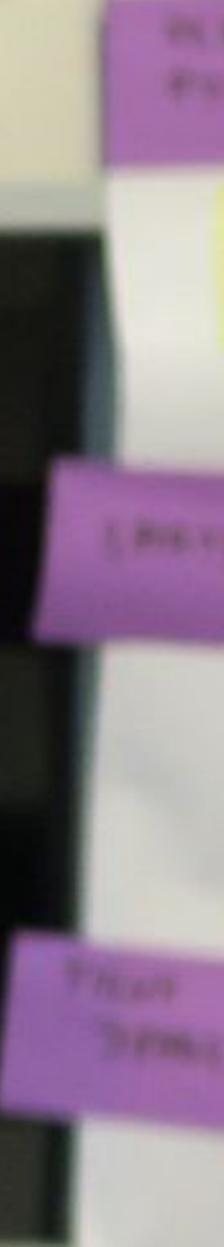
A wireframe of a cancellation confirmation page for IPA not entered. It includes a note about the cancellation date and a summary table.

/helpers

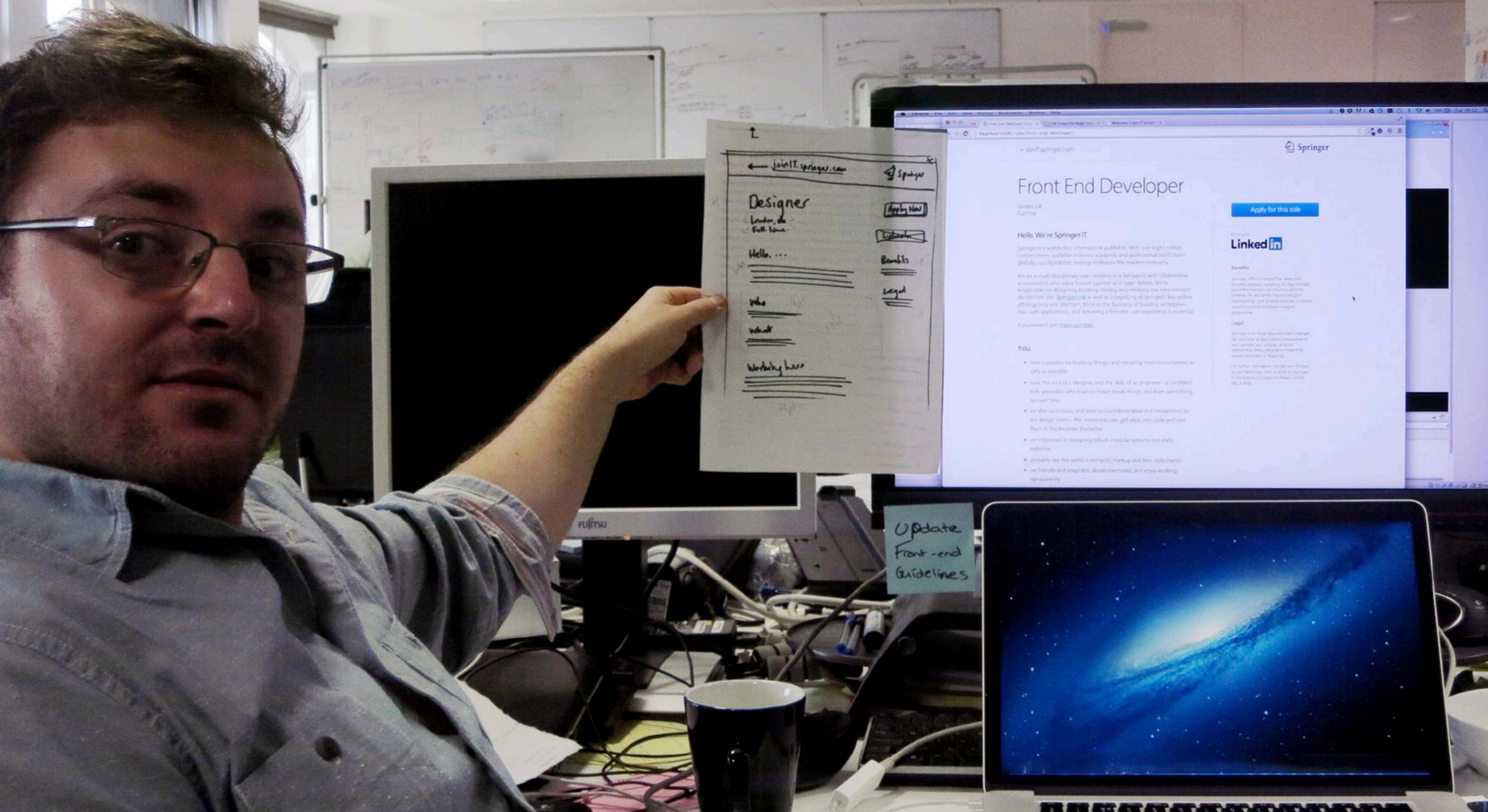
A wireframe of a cancellation confirmation page for helpers. It includes a note about the cancellation date and a summary table.



THREE
THREE









**PRIMARY
PEOPLE**

Springer

SpringerLink Search

You are reading a new version of this page and we'd like your comments and feedback.

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JOURNAL OF MATERIALS SCIENCE April 2014, Volume 44, Issue 8, pp 3222-3226

Preparation of (001) preferentially oriented titanium thin films by ion-beam sputtering

Prakash Gobalak, Rakesh Joshi, Ondrej Čáka, Milos Matovský, Jiri Prchal, Jaroslav Kubásek, Tomáš Šimek

First online: 21 December 2013
Received: 26 August 2013 / Accepted: 26 December 2013

Article Abstract Introduction Experimental details Results and discussion Conclusion References Copyright information About this article

- 2x order
- slow treatment?

Abstract

We propose the ion-beam sputtering deposition providing Ti thin films with desired crystallographic orientation and smooth surface morphology not obtainable with conventional deposition techniques such as magnetron sputtering and vacuum evaporation. The sputtering was provided by argon broad ions beams generated by a Kaufman ion-beam source.

Introduction

Titanium has been a frequently used material in microelectronics and MEMS technology. Titanium thin films have been used as sensing electrodes, buffer, or adhesive layers. The advantages of titanium thin films are good electric conductivity, extraordinary chemical resistivity, thermal stability, high hardness, high melting point, and lower number of crystallographic

Experimental details

The deposition of titanium layers was done on substrates (20×20 mm²) cleaned from 4-inch P-type silicon wafer with the (100) crystallographic orientation and the resistivity of 6–12 Ω cm covered with thermal silicon dioxide (ON Semiconductor). The thickness of silicon dioxide was approximately 1 μm. Before the sputtering process, we cleaned all substrates in the standard piranha solution (96 % H₂SO₄ + 30 % H₂O₂ in the 3:1 ratio) for 5 min, rinsed in deionized water (18.7 MΩ cm), and dried them by compressed nitrogen.

Table 1
Ion-beam source experimental setting (IV, AV, DC, RF, Ar flow) and deposition pressure and rate

Sample no.	IV (V)	AV (V)	DC (mA)	RF (W)	Ar flow (l/min)	Deposition pressure (mbar)	Deposition rate (Å/s)
1-1	200	-100	6.0	34	2.2	2.1×10^{-4}	0.04–0.05
1-2	400	-40	22.0	75	1.4	2.2×10^{-4}	0.15–0.18
1-3	600	-130	19.0	88	2.6	2.2×10^{-4}	0.28–0.38

Conclusion

We have presented the optimized deposition process of the (001) preferentially oriented titanium thin film using the Kaufman ion-beam source. The performed experiments have shown that both the low energy and the low ion-beam current are necessary for deposition of highly oriented Ti thin films with the only (001) preferential orientation of film crystallites parallel to the

References

- Chawla V, Jayaganthan R, Chawla AK, Chandra R (2009) Microstructural characterizations of magnetron sputtered Ti films on glass substrate. *J Mater Process Technol* 209(7):3444–3451. doi:10.1016/j.jmatprotec.2008.08.004

Copyright information

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About this article

Print ISSN 0022-286X Online ISSN 1573-0223 Publisher Springer

DOI 10.1007/s10854-014-3099-y

Journal of Materials Science

2 column

Over 3 million scientific documents at your fingertips

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Accepted: 26 December 2013

The image shows a research paper titled "Preparation of (001) preferentially oriented titanium thin films by ion-beam sputtering" from the journal *Journal of Materials Science*. The paper is dated April 2011, Volume 41, issue 7, pp. 2239-2243. A yellow sticky note at the top right reads "down of m L March, Vol 1506". Handwritten annotations include:

- Article ✓
- Abstract ✓
- Introduction ↪ indent.
- Experimental details
- Results and discussion
- Conclusion
- References
- Copyright information
- About this article ↪ + wider ↑ (PRWD)

On the right side, there are several notes:

- actions in P wing
- visual presentation + effort
- wanted: ? ↑

A blue box on the left contains a checkmark and the text ~~CH3~~ with three dots below it. Below this is a note: - improve h3 style...?

Table 1 data (from page 2240):

Sample no.	BV (V)	AV (V)	BC (mA)	APP (mA)	Ar flow (sccm)	Process pressure (mbar)	Deposition time (min)
1-1	200	-100	5.2	76	1.2	2.1 × 10 ⁻⁴	0.24-0.26
1-2	400	-60	23.0	71	2.4	2.2 × 10 ⁻⁴	0.25-0.26
1-3	200	-100	18.0	86	2.6	2.3 × 10 ⁻⁴	0.24-0.26

Conclusions
We have presented the optimized deposition process of the (001) preferentially oriented titanium thin film using the Kaufman ion-beam source. The performed experiments have shown that both the low energy and the low ion-beam current are necessary for deposition of highly oriented Ti thin film with the only (001) preferential orientation of films crystalline parallel to the

References

- Chawla V, Jayagautham R, Chawla AK, Chawla K (2009) [www.springer.com](#), [http://dx.doi.org/10.1007/s10853-008-0504-4](#) Characterization of magnetron sputtered Ti films on glass substrates. *J Mater Process Technol* 209(7):3444-3451. doi: [http://dx.doi.org/10.1007/s10853-008-0504-4](#)

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About this article

Materials Science
Volume 41(7) April 2011
ISSN 0026-9249
Publisher Name Springer US
Over 8 million documents available online
Springer International Publishing AG, part of Springer Nature
Springer Nature is part of the Springer Network

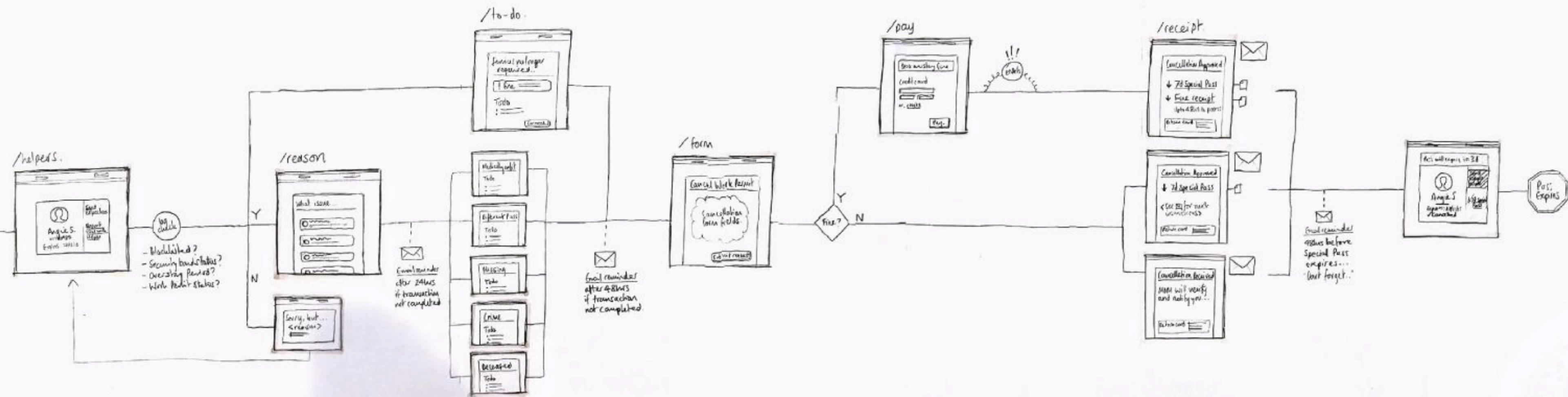
Handwritten notes on the right side of the page:

- M notes reading
- cover art @ k scale does

idea

VISUALISE MORE

CANCELLATION



6ME

Internal App

- create new 'Employee Records'

Ⓐ nav+screen CDV-app.

- create FIN Search.

Ⓑ leading to 'Employee Record' screen.

full name
FIN

+
Medical Examinations

- create 'Add Medical

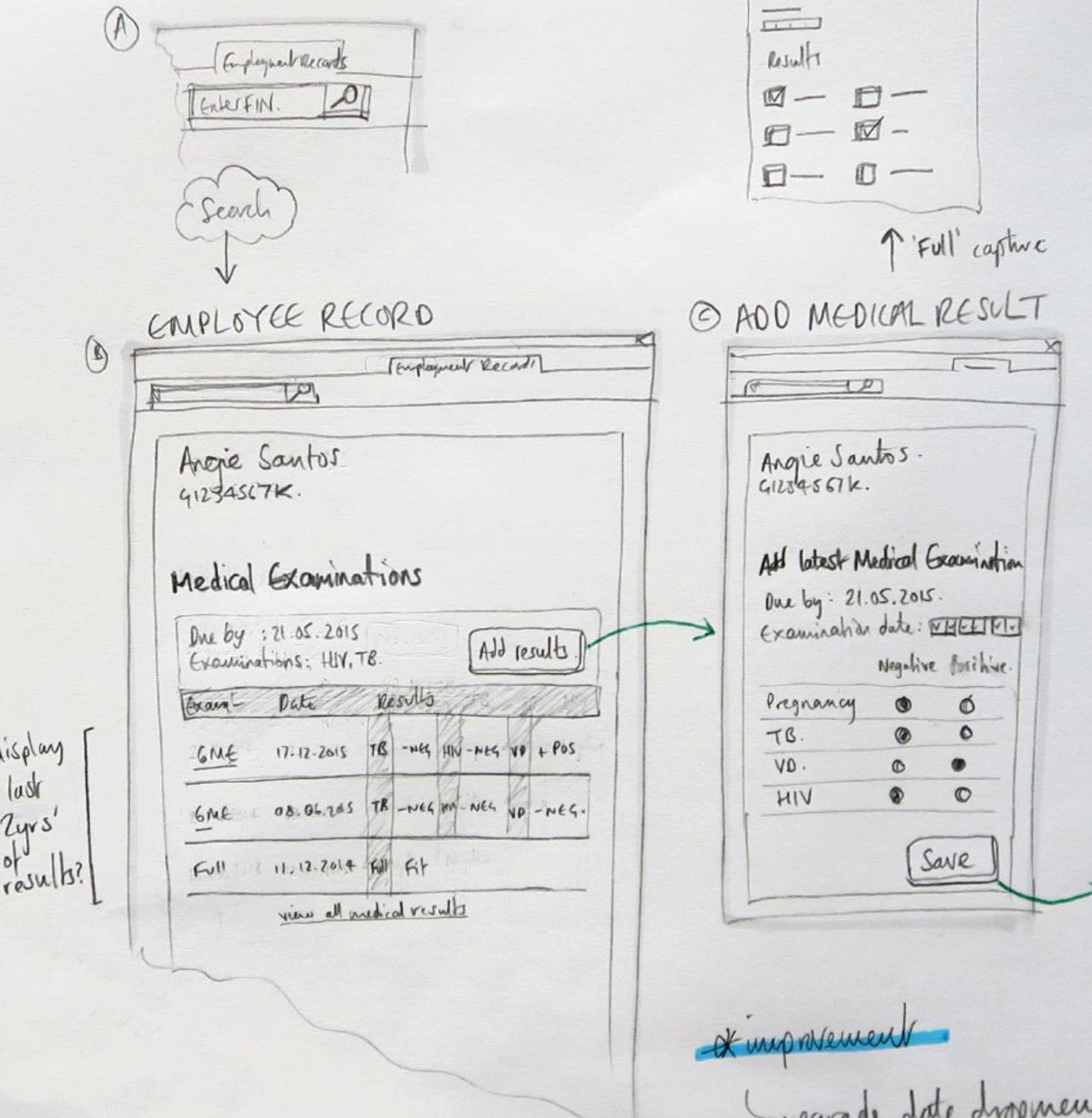
Ⓒ result' screen

- On Save, return to

Ⓓ Employee Record

(show Success msg)

→ add to 'On save action' "Success"



* improvement

upgrade date dropdowns:

DD ✓ MM ✓ YYYY ✓

* improvement

display Add Record in a modal:

NAVIGATION iteration

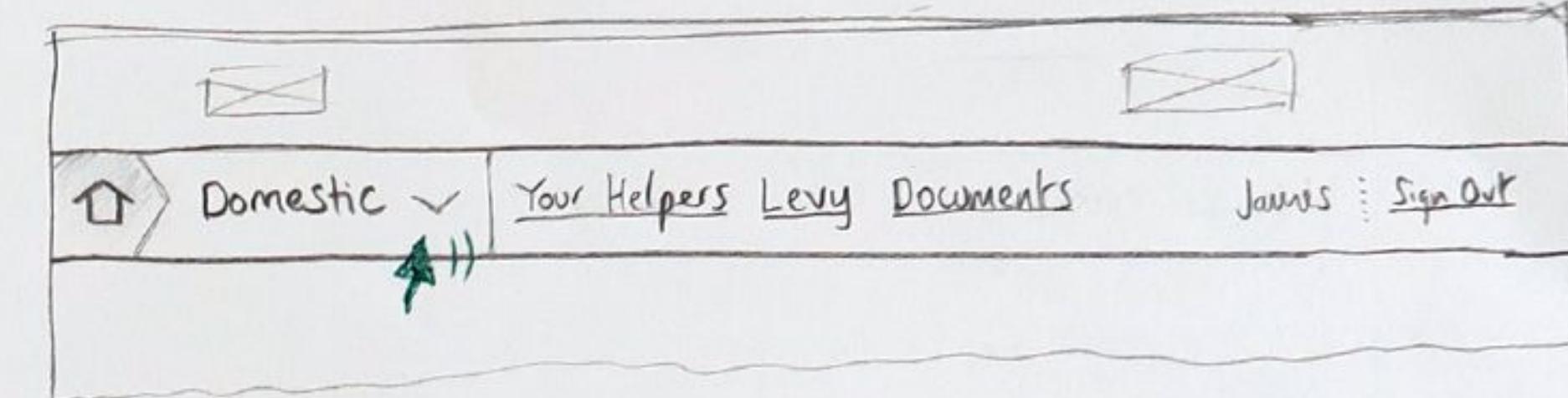
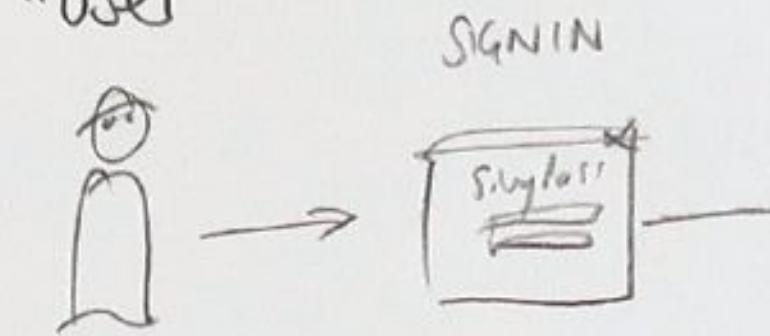
→ Iteration Global Navigation

GOALS

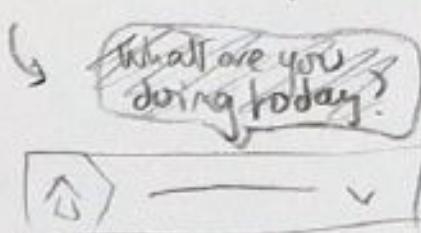
- Remove logic from Global nav
- Remove behaviour where "Home" changes based on your current circumstances.
eg if I became a business employer, my Home link will change...
- Provide ability to quickly 'switch hats' [Domestic/Business/MOM/EA] from anywhere in system
- pref. w/out having to 'navigate'
- Provide ability to cater nav bar for current 'hat'
eg:- maximum space for options...
- consistency btwn 'hats'
- How to scale to other user-types?
eg. MOM officer, EAs... etc.

should be free to implement in new areas of app.

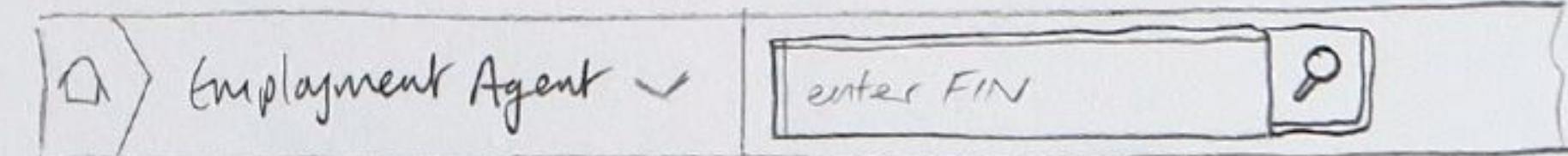
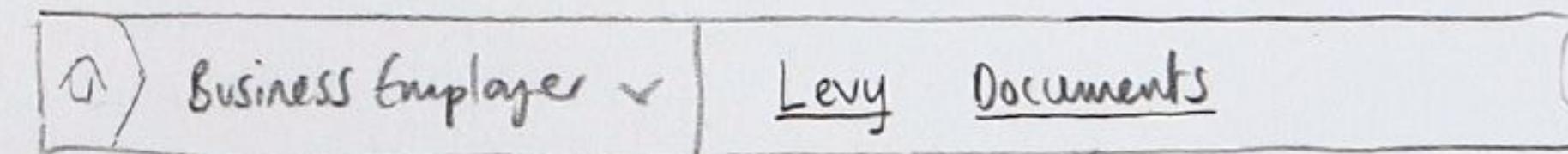
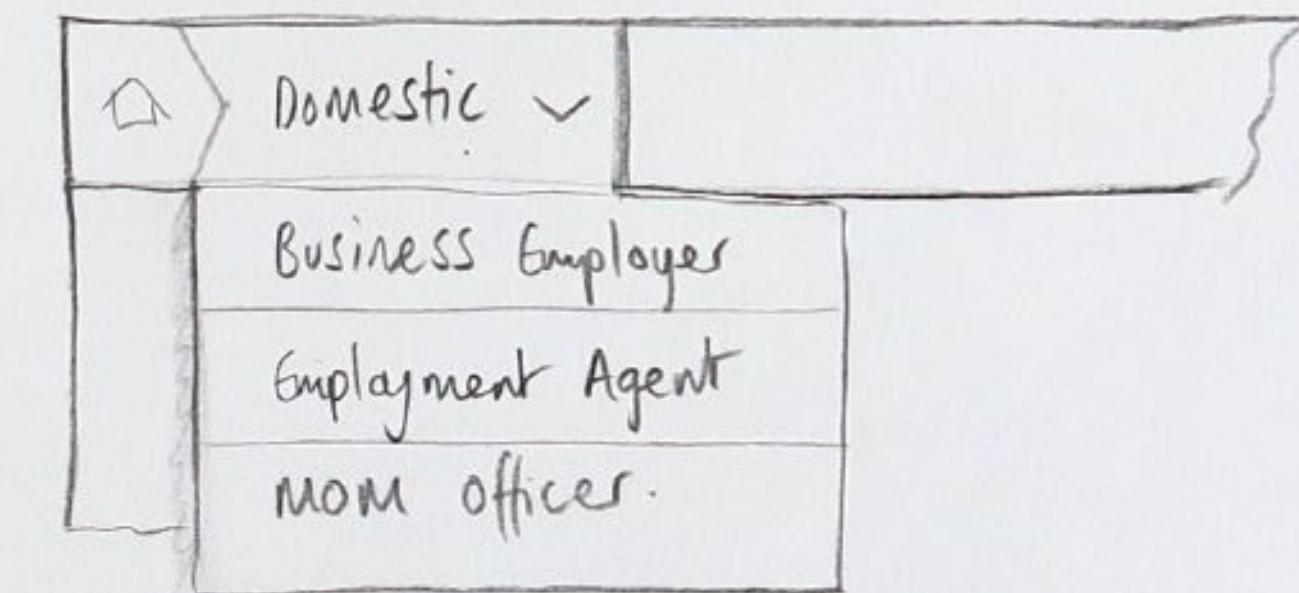
"use"



- Remember last selection for navigation across logins
- test visibility/usability...
- include a tip?



- kill screen?
- update cancel links to Return Home?



#289 - SUPPORT GRAPHICAL ABSTRACTS

PTI - Article listing page

As I Researcher

I want to see a visual overview of an article's conclusion

So that I can quickly evaluate the paper's relevance to me.

todo

- 1st pass: dev just get content in place on staging.

- display Graphical Abstract images

on: ① - Current Issue page

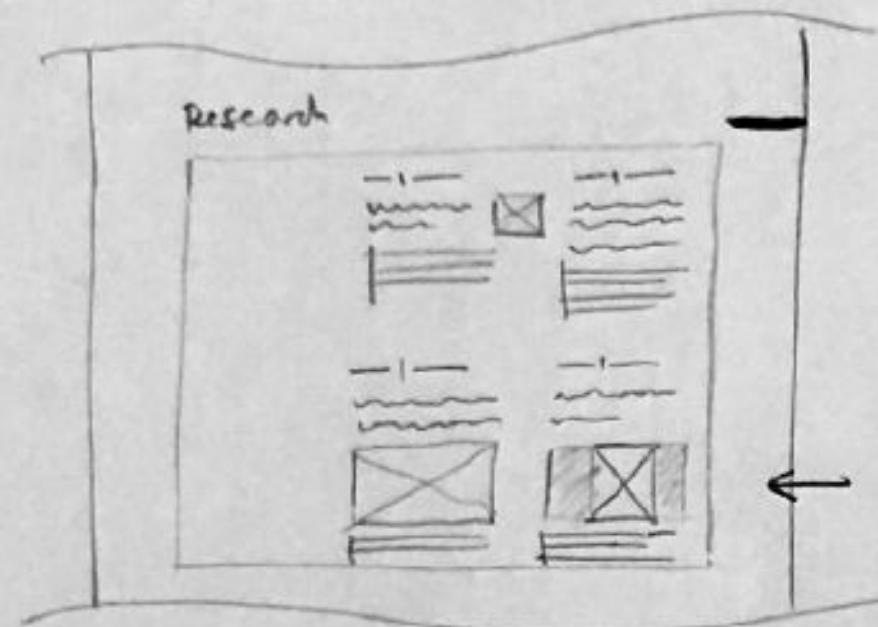
② - Article Listing pages

↳ priority
↳ Browse Articles
Latest Research
Latest Reviews
News & Comments

③ - Journal Homepage

④ spike displaying Gfx/Abs @ top

① Current Issue

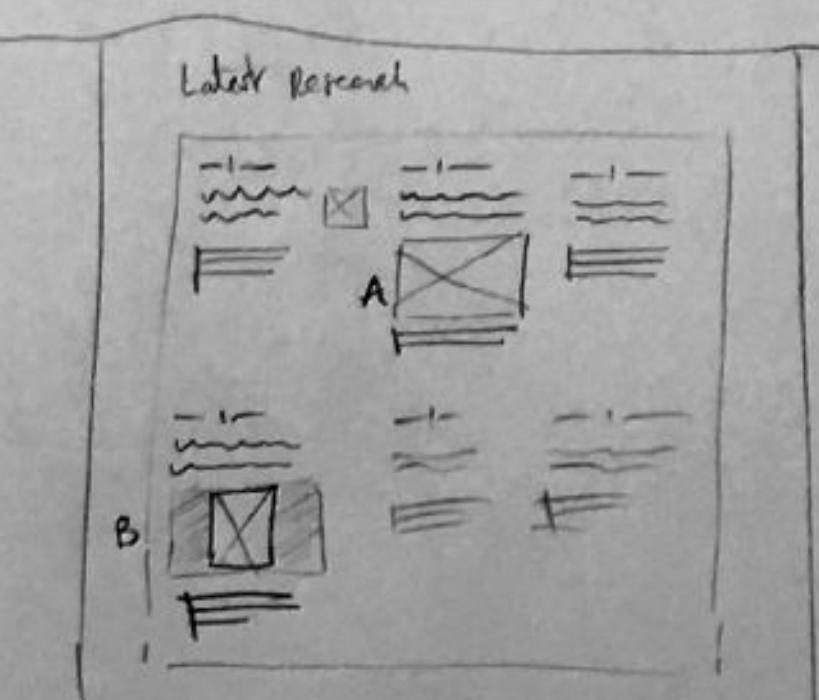


② A. 3 col Listing Pages

→ LATEST RESEARCH
LATEST REVIEWS
NEWS & COMMENTS.

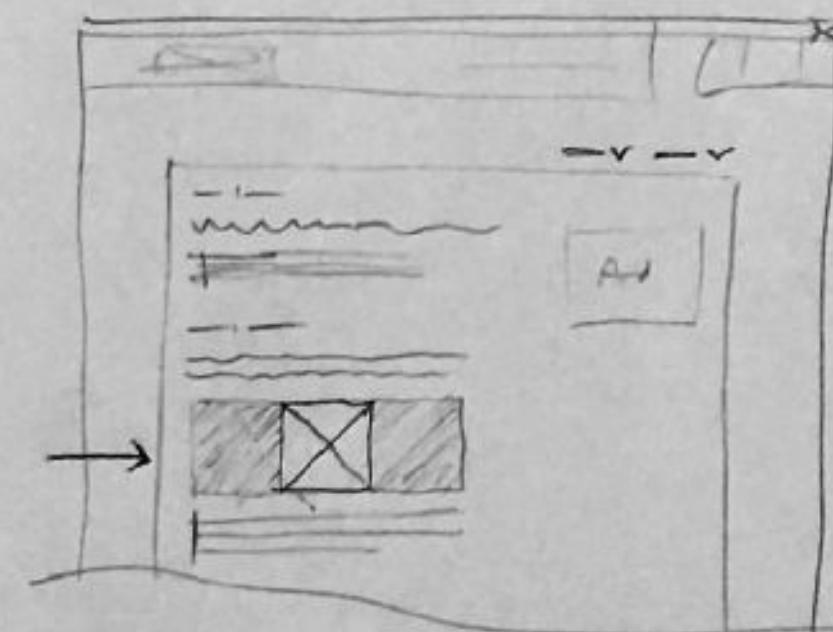
os per

③ Journal Homepage

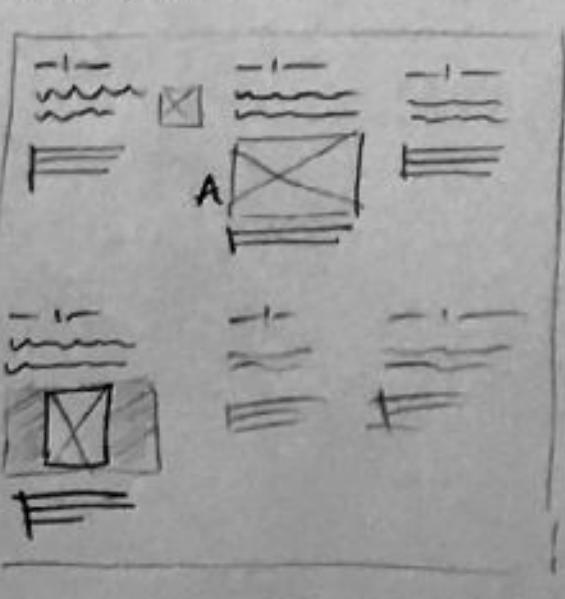


B. 1 col Listing page

→ BROWSE ARTICLES.



Latest Research



① display Gfx/Abst below
article title link/ above
summary
Alt text?

height: 190px (always)
width: 300px (max.)

os per
icon
homepage

set. bg-color: #eeee

text-align: center

QUESTIONS

- Content & Web team:

- total # of articles w/
Graphical Abstracts?

- which Journals /
breakdown by journal?

- what are all places (pages)
they appear on foxtrout?

- Content Acquisition team:

- what control can we have
over relative proportions
of future images?
(Victor investigate)

Assumption

we'll end up w/ 3 types of Article
Listing item:

- ✓ no thumbnail
- ✓ has thumbnail (1st figure)
- ✓ has graphical abstract

Cd

followup stories pls.

- Current Issue

move from 2col → 3col layout

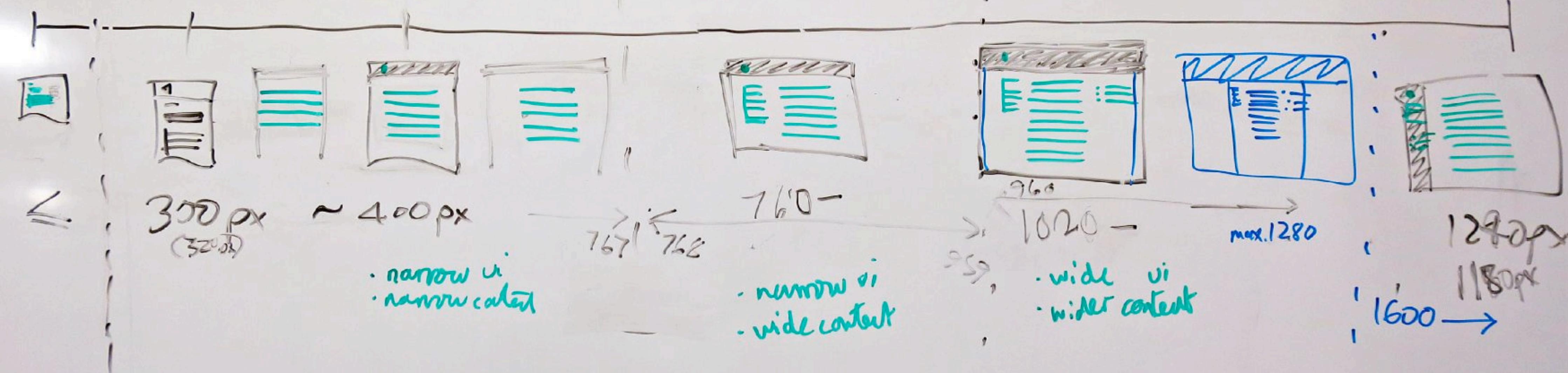
Xtra
narrow

narrow

medium

wide screen

Xtra
wide



Q1 Goals

rated OA Journal articles w/ no LookInside
boxed new interface design + build.

Alpha: POC

~2wk

Bootstrap the app:

- eg. create new app - render any OA article
- deploy to platform
- Art reference (published alpha)
- ui: first version HTML template
- perf + development metrics (new dashboard?)
- monitor existing feature usage / audit existing features
- URLs? + Block robots
- Released to institution, only visible internally
- form SLUG
- Accessibility brownbag
- Commis Strategy

Beta: "Sneak Peak"

~4wk

- focus on core content + functionality
- gather user feedback

(1) type setting

Responsive layout

Iterate on article content

- Sneak Peak navigation
- Feedback mechanism
- User analytics + business metrics

Start device testing

rowsers

begin usability testing

eg.

https +

DNS

iOS

Android

Windows

Mac

Linux

(2) PDF +

cole image

article navigation

iterate Rich Media presentation

Print

citation info

Google Scholar metric + canonical url

patty

Gamma: "Smoothie"

~4wk

- Prepare to replace existing OA journal articles

- Add remaining additional functionality

ui + brand furniture integrated SL.

article metrics

expand citations

Related Content (disqus Unisilo)

Add to Papers, etc...

collect Support tickets

is new Article persisted?

Start!

wk 1

wk 2

wk 3

wk 4

wk 5

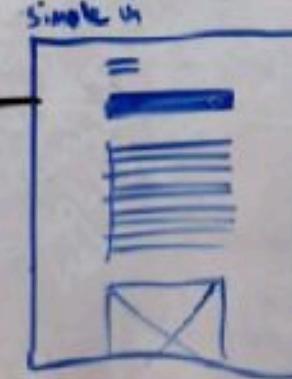
wk 6

wk 7

wk 8

wk 9

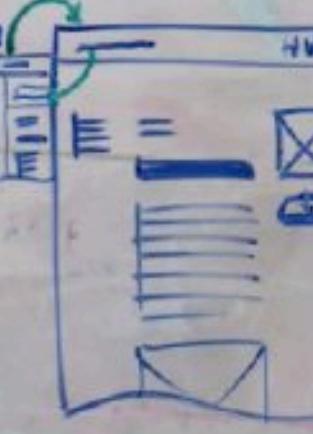
Release to
public web.



Start
Sneak
peek



eee



Start Switchover

5%

→ 10% → 25% → 50%



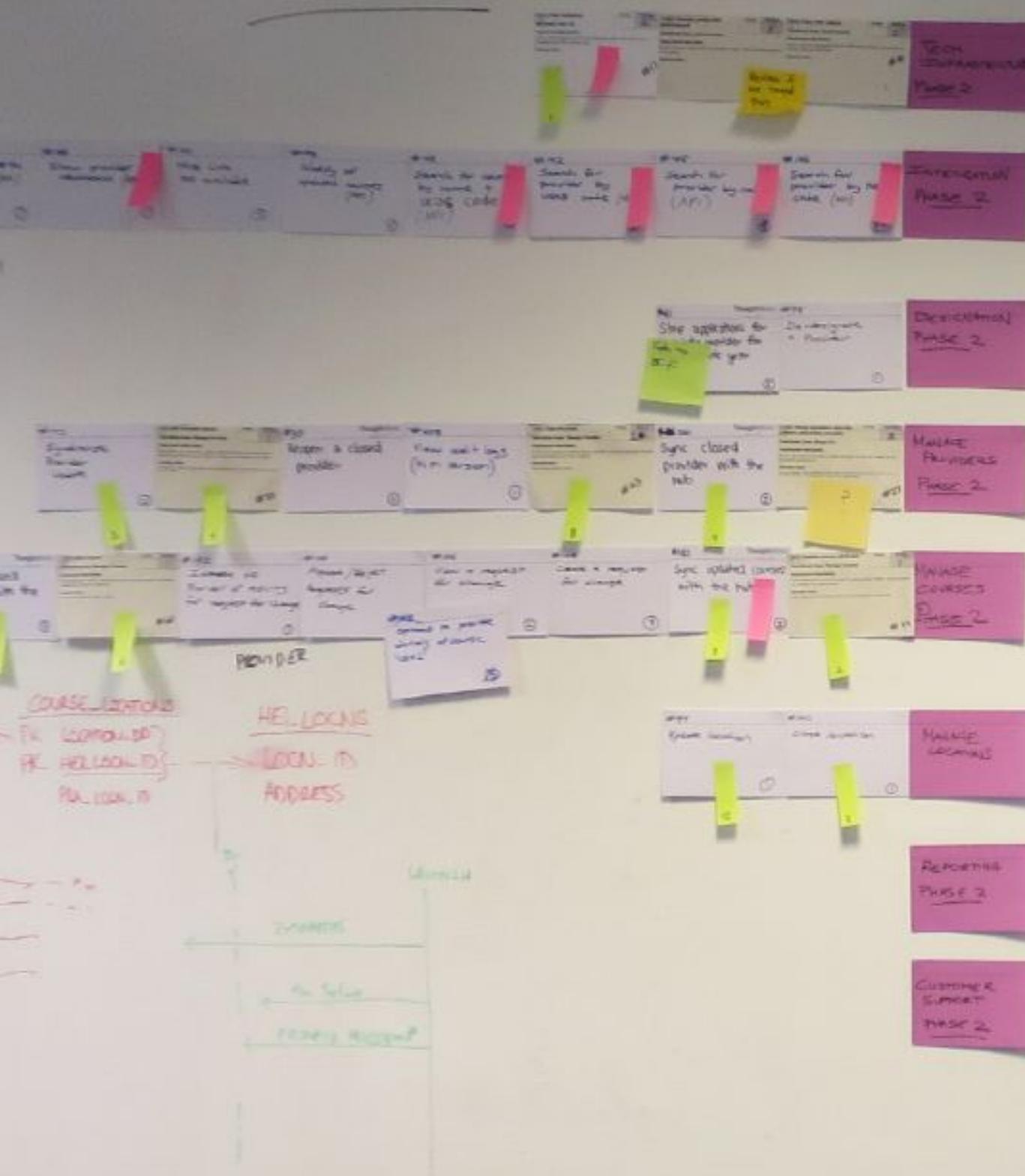
continuously
developing
refining to production
measuring

continuously
informing
stakeholders of
upcoming things

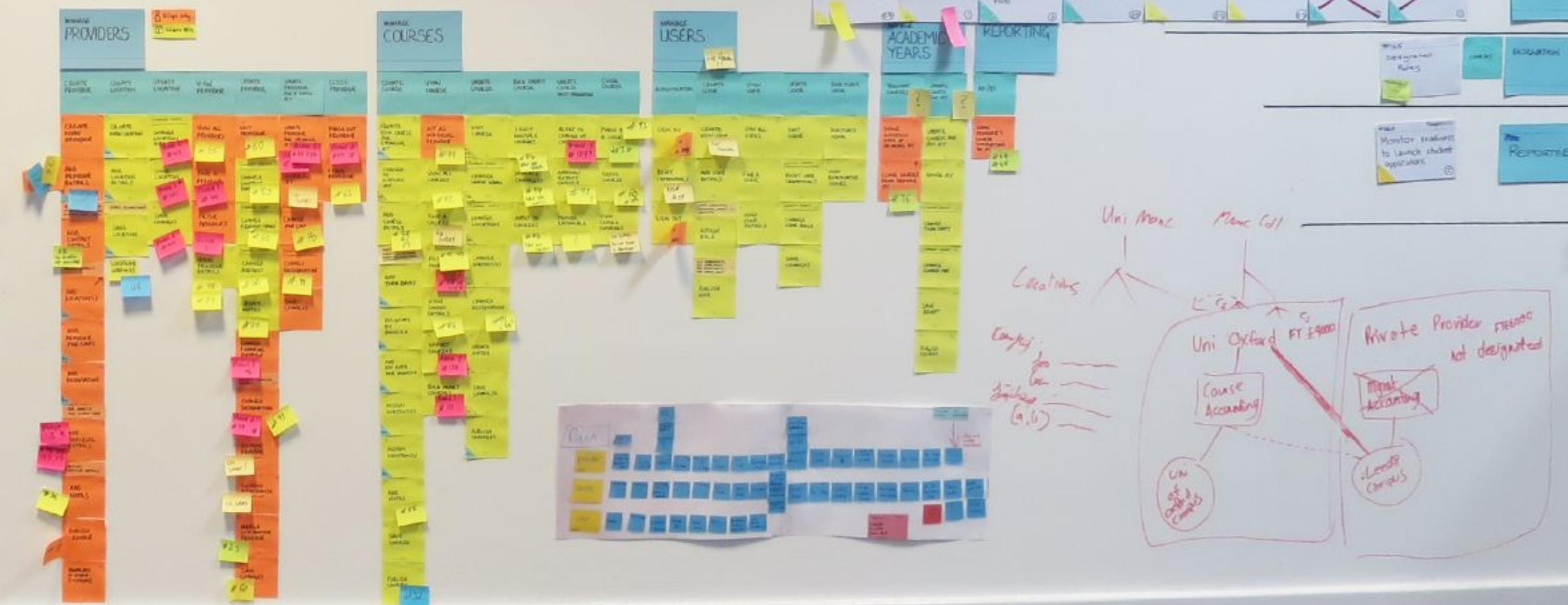
MEP Backlog PHASE 1

PHASE 1

PHASE 2



MEP ACTIVITY MODEL



Beechwood Backlog





BMC REBRAND BACKLOG

NOW

PUBLISHER
BRAND IDENTITY

~~FED refactor~~
- technical

~~FED refactor~~
- design

~~SPICE~~
CMS Stylesheet
integration?
template divergence

~~Remove
Sneakpeak
banner~~

Promote
BrandTracker
Survey

GOAL:
Create
global
page template

FOOTER
Add corporate
footer

FOOTER
Add publisher
footer

HEADER
Add primary
navigation

HEADER
Add secondary
navigation

HEADER
Add search

HEADER
Add Account

HEADER
Introduce
brand identity

Review
Content

Add
datalayer

Add new
advertising

Add
Error Pages

Review
EU cookie
banner

Review
Survey
banners

Add
Member
banner

CONTENT
Update
illustrations?

CONTENT
Review
blockquote

CONTENT
Review
forms

CONTENT
Review
tables

CONTENT
Review
navigations
- basic to top
- footer of contents

CONTENT
Review
People Profiles
- brand identity?

CONTENT
Review
results list

CONTENT
Review
institution
search

CONTENT
Review
typography

CONTENT
Review About
pages with
new content

REVIEW
Iterate
holistic design

Review &
Update Styleguide

Update
Typeform
branding

REFACTOR
Enhanced
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Preparation of (001) preferentially oriented titanium thin films by ion-beam sputtering deposition on thermal silicon dioxide

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Abstract

We propose the ion-beam sputtering deposition providing Ti thin films of desired crystallographic orientation and smooth surface morphology not obtainable with conventional deposition techniques such as magnetron sputtering and vacuum evaporation. The sputtering was provided by argon broad ion beams generated by a Kaufman ion-beam source. In order to achieve the optimal properties of thin film, we investigated the Ti thin films deposited on an amorphous thermal silicon dioxide using X-ray diffraction, and atomic force microscopy. We have optimized deposition conditions for growing of thin films with the only (001) preferential orientation of film crystallites, and achieved ultra-low surface roughness of 0.55 nm. The deposited films have been found to be stable upon annealing up to 300 °C which is often essential for envisaging subsequent deposition of piezoelectric AlN thin films.

Introduction

Titanium has been a frequently used material in microelectronics and MEMS technology. Titanium thin films have been used as sensing electrodes, buffer, or adhesive layers. The advantages of titanium thin films are good electric conductivity, extraordinary chemical resistivity, thermal stability, high hardness, high melting point, and lower number of crystallographic imperfections [1–5]. Crystallographic orientation of titanium thin films has to be controlled during the deposition process to obtain specific properties (e.g., mechanical, chemical) suitable for an eventually required application [6, 7]. Some of recent MEMS devices use the piezoelectric effect for energy harvesting or sensing purposes [8]. Titanium has been often utilized in MEMS technology as a compatible material for fabrication of thin conductive underlying electrodes on which the piezoelectric layers are deposited [6].

The crystallographic orientation of titanium thin films is crucial for properties of consequently deposited piezoelectric layers [9]. Obviously, the properties of these layers (AlN, ZnO), namely electromechanical properties, are significantly affected by the crystallographic orientation, surface morphology, and the roughness layers beneath [10]. There have been many papers published investigating the degree of orientation which is strongly dependent on the texture and roughness of underlying material [11, 12]. Titanium thin films have been usually deposited by the physical vapor deposition (PVD) particularly magnetron sputtering [13] or e-beam evaporation [4]. Obviously, different deposition parameters result in various film properties. Considering the surface roughness, low process pressure during deposition (i.e., $<5 \times 10^{-3}$ mbar) usually results in a smooth film surface (i.e., $R_{\text{rms}} < 10$ nm). At higher deposition pressure (i.e., $<14 \times 10^{-3}$ mbar), the titanium RMS surface roughness of 45 nm was achieved. Consequently, a negative effect on the piezoelectric coefficients of AlN layers deposited on Ti thin film due to a porous surface was observed [10]. The magnetron sputtering is the most frequent method for titanium thin films deposition [14]. Titanium thin films deposited by the magnetron sputtering generally possess (100), (001), and (101) crystallographic orientations of crystallites parallel to the surface [1]. Without a special modification of the magnetron sputtering process (closed-field unbalanced magnetron sputtering, pulsed magnetron sputtering), the number of various and independent deposition parameters capable of optimizing deposited layers is limited [15, 16]. Due to the lack of the process control parameters, it is often an issue to achieve thin films of desired properties for specific application.

In this paper, we report on a deposition of Ti thin film with the (001) preferential crystallite orientation growth on amorphous thermal silicon dioxide using a 3-grid radio frequency inductive-coupled plasma (RFICP) Kaufman ion-beam source. As generally known, the Kaufman ion-beam source provides more efficient control and optimization of the deposition process compared to the conventional deposition method [17, 18]. Here, ion-beam flux, energy, and ion-beam geometry, can be controlled independently. We have studied the influence of deposition parameters on properties of Ti thin films especially on their preferential crystallographic orientation and topography.

Experimental details

Deposition process

The deposition of titanium layers was done on substrates (20 × 20) mm diced from 4-inch P-type silicon wafer with the (100) crystallographic orientation and the resistivity of 6–12 Ω cm covered with thermal silicon dioxide (ON Semiconductor). The thickness of silicon dioxide was approximately 1 μm. Before the sputtering process, we cleaned all substrates in the standard piranha solution (96 % H₂SO₄ + 30 % H₂O₂ in the 3:1 ratio) for 5 min, rinsed in deionized water (18.7 MΩ cm), and dried them by compressed nitrogen.

OUTLINE

Part I: continuous design & development
Part II: lean and collaborative delivery

Part III: doing it at OVO







Clean





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“

Taking this approach for design
and development on Orion—

**get something basic out there
as early as we could, learn from it,
then loop round and iterate**

allowed us to move quickly in early 2018
and set the right foundation for our
100,000 migration target that year.

Cassie Harman, OVO Product Director



HOW I LEARNT
TO STOP WORRYING
AND EMBRACE
THE UNCERTAINTY

“

When the **outcome drives the process**,
we'll only ever know
where we've already been.

If **process drives the outcome**,
we may not know where we're going—
but we'll know we want to be there.

Bruce Mau

- Design with, not for
- Build the simplest solution first, fast
- Disciplines as specialities, rather than roles
- Shared kickoffs get everyone on the same page
- Design as a proposal rather than a contract
- Gradual rollouts mean reduced risk
- Continuous delivery is liberating
- Goals are better than plans

NEXT

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