2014

Project

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Assessment & Feedback Use Cases

PROJECT

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This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14),** the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.

Lecturer

Louise Reddy

Programme and year on which assessment was offered

MA Professional Design Practice

Description

Students complete three projects. Two are group projects and one individual project. The group project clients are sourced by the lecturer from industry, the individual project client is sourced by the student. Teaching time is divided into lectures, informal assessment and summative feedback at various intervals. These projects are linked to different modules, Design (30 credits), Commercial Printing (5 credits) and Prepress Technology (5 credits), they also filter into Media Law (5 credits) and Strategic Marketing (10 credits). Students are assessed by completing a Group Project Report, Individual Log and an Individual Presentation which is filmed. The Individual Presentation is a process which is filmed 3 times, each time being shown to student to review.

Why did you use this Assessment?

Due to a response from industry, students were lacking skills in professional design practice. This project integrates all the disciplines needed in industry and is very much a ‘live’ project.

Why did you change to this form of assessment?

This method has been developed and refined and has received very positive reviews from external examiners.

How do you give feedback to students?

Students are given a detailed marking sheet and a document with written commentary. They are also given informal feedback.

What have you found are the advantages of using this form of assessment?

- Group work to manage the work load.
- The learning requirements of the students must be factored in with the client.

What have you found are the dis-advantages of using this form of assessment?

- Time spent sourcing the clients.
- Logistics of client meetings.
- Assessment time –project report, individual logs, individual presentations

Do you have any feedback from students about this assessment?

Very positive feedback from Q6A forms. The technology is provided in-house in DIT. External examiners are very happy.

Additional Resources

- Assignment Description (see Appendix 1 below)
- Assessment Rubric (see Appendix 2 below)
- Module Descriptor (see Appendix 3 below)
- Thesis Handbook
- Thesis Marking Scheme (see Appendix 4 below)
- Tips for Learning Journal and Log Entries (see Appendix 5 below)

Appendix 1: Assessment Description

Project start date – 27.09.12 Project finish date – 29.11.12

Project Details

- As a group, you are required to generate finished artwork as well as outline print specifications for the components of your identity design project as proposed by the design team to the client.
- You are also required to produce and sign off on selected pieces of artwork that will be output to plate for litho and produce digital prints in consultation with your print lecturer.
  Maximum sheetsize for printing (SRA3)
  One sheet planned for spot (lithography).
  One/two sheet planned for cmyk (digital)
- You are also required to prepare appropriate files of the logo/mark that could be given to the client for multiple use in future printed and online material.
- As individuals within the group, each team member is also required to submit their learning journal. This should fully document activities and supporting research from the beginning of files production to final output.

Items for submission

01 Artwork files for client collected for output on CD with print specifications and proofs as specified by the team.
02 Selected A/W ready for plates signed off and ready to handover for print on CD with print specifications and proofs.
03 Selected A/W ready for digital print on CD with print specifications and proofs.
04 Prepared logo files for client on CD.
05 Relevant schedules, time records and appropriate checklists.
06 Individual learning journals containing relevant literature and practice based research completed in developing your own skills and knowledge.

Project Objectives

By participating on this project you should:

- develop the required skills to use appropriate software to create artwork efficiently and become aware of the main printing/finishing issues that should be considered at the prepress stage and associated terminology.
- gain appropriate knowledge of the prepress process including associated technology and equipment. Be capable of implementing strategies to ensure that errors do not filter through to the more costly stages of printing.
- develop good systems of communication and time management with relevant parties on project production.
- gain insight into the estimated time and material requirements associated with the production of a job of this nature for planning and costing purposes.
- begin to identify a professional approach to the production stages of graphic design that could be adopted in your own work practice in the future.

Learning Outcomes

On completion of this assignment you will be able to:

- Identify how to effectively use the necessary software to create artwork efficiently.
- Identify and demonstrate an understanding of the main printing/finishing issues that should be considered at the prepress stage and associated terminology.
- Demonstrate your knowledge of the main stages of the prepress process. Identify possible strategies to ensure that errors do not filter through to the more costly stages of print production.
- Identify good systems of communication and time management with relevant parties on project production. Identify the amount of time and material used in the production of a job of this nature for planning and costing purposes.

Deadlines

- Group Submission – 29.11.12
- Each group should plan a schedule with interim deadlines for different components of the work, please ensure that work for plate output is scheduled early to allow for printing. Once the team submit files you will output work to plate.
- Late submission penalty 1 to 24 hours late will receive a penalty of -10%.
- 24 to 48 hours late will receive a penalty of - 40%.
- Later than 48 hours projects will receive a 0% grade.

Marks Awarded

- Practical component – 25%
- Learning Journals – formative feedback (no mark given to students without learning journal) submit on the 13.12.12
- Total Prepress Marks for assignment 01 – 50%

Groups

- The same group members that work with you on the design of your identity should work with you for your prepress project.
- Important: Although you are working in a group and will generate plates, for learning purposes it is important that each member goes through the process of generating files for artwork.
- This can be used to investigate different ways of how the artwork might be planned or what software might be used – that is up to you. The steps that you agree to take and the decisions that you make can all be recorded in your own learning journal. All reference and research material in learning journal should be acknowledged.

Appendix 2: Assessment Rubric for MA in Professional Design Practice

Student	Subject Title – Prepress Production

***Please note:** All material sourced from magazines, journals, websites, books or any other published source **must** be referenced.

Learning Journal/Log Criteria (individual) 50 marks = 50%

Research **20 marks**	Excellent documentation of extensive primary and secondary research from appropriate sources that indicates a strong contribution by the individual to group work. The methods used are appropriate and there is in-depth analysis of the material gathered with convincing links made between practice and theory.	Good documentation of primary and secondary research from appropriate sources that indicates a considerable contribution by the individual to group work. The methods used are appropriate and there is in-depth analysis of the material gathered with links made between practice and theory.	There is a reasonable attempt to document primary and secondary research from appropriate sources that indicates a satisfactory contribution by the individual to group work. The methods used are mostly appropriate and there are attempts made that demonstrate some analysis of the material gathered.	There is little attempt to document primary and secondary research. Sources may not always be appropriate or are not indicated. Or while there may be considerable research there is no analysis to draw links with project learning outcomes or future practice. Contribution by the individual to group work are demonstrated as minimal.	There is little or no evidence of any real primary or secondary research. Statements recording the contributions made are unsubstantiated and are not documented. The contribution to group work is unconvncing or out of step with practical application	
	20 to 16	16 to 12	12 to 8	8 to 4	4 to 0	0
Comment and advice						

Relevance **10 marks**	Relevance of material is clearly stated and there is coherent identification of how the material gathered contributes to specific aspects of solving the problem or assisting in achieving the particular learning outcomes.	Relevance of material is stated and there is identification of how the material gathered contributes to specific aspects of solving the problem or assisting in achieving the particular learning outcomes.	Relevance of material is inferred but not explicit but there is evidence to indicate how the material gathered contributes to solving the problem or assists in achieving the learning outcomes.	Relevance of material is unclear and there is little evidence to indicate how the material gathered contributes to solving the problem or assists in achieving the learning outcomes.	There are little or no attempts made to identify the relevance of material in contributing to solving the problem.	
	10 to 8	8 to 6	6 to 4	4 to 2	2 to 0	**Mark** 0
Comment and advice						

Personal Reflection **10 marks**	Excellent reflective process and critical review used to monitor and evaluate the direction of progress and development of project. From this solutions were identified and discussed/ implemented to keep the project on course.	Good reflective process used to monitor and evaluate the direction of progress and development of project. Good attempts made to provide solutions to keep the project on course.	There is evidence to show that a reasonable level of reflection has taken place during the research process in relation to the progress and development of the project.	Little evidence of any valuable reflection used to monitor the research process in relation to the progress and development of the project.	Demonstrates little or no real ability to reflect on the development or progress of the project.	
	10 to 8	8 to 6	6 to 4	4 to 2	2 to 0	**Mark** 0

Comment and advice						
Project evaluation **10 marks**	Excellent review of key strengths and weaknesses of project experiences identified and critically discussed, including assumptions that needed to be questioned. Clear links for future practice	Very good review of strengths and weaknesses of the projects identified, with good attempt to reflect on them. Clear links for future practice	Reasonable identification of some strengths and weaknesses of the projects identified, but not completely convincing.	Little evidence of learning with poorly structured descriptive excerpts given of practical experience.	Demonstrates little or no ability to self-evaluate or reflect on learning gained.	
	10 to 8	8 to 6	6 to 4	4 to 2	2 to 0	**Mark** 0
Comment and advice						

Total Mark	0
% of module	0

MA in Professional Design Practice

Student :

Subject Title – Prepress Production

*Please note that the practical component is marked in conjunction with the learning journals of the individuals who participated in the project

Practical Component 1 & 2 (group) 50 marks = 50% (25% each)

Implementation and Technical competence **30 marks**	There is excellent evidence of application of knowledge and skills in the generation of files and production of artwork that is drawn from literature and practical experience to ensure that artwork was produced efficiently to a consistently high standard.	There is good evidence of application of knowledge and skills in the generation of files and production of artwork that is drawn from literature and practical experience to ensure that artwork was produced efficiently to a good standard.	There is sufficient evidence of application of knowledge and skills in the generation of files and production of artwork that is drawn from literature and practical experience to ensure that artwork was **mostly** produced correctly.	Production and preparation of work is inappropriately handled and there is insufficinet evidence to show application of knowledge from consulted sources or sources may not be consulted.	Production and preparation are handled ineffectively or in a haphazard fashion that is inappropriate and undesirable

	30 to 24	24 to 18	18 to 12	12 to 6	6 to 0	**Mark** 0
Comment and advice						
Planning and Organisation **10 marks**	Excellent planning and logical sequence applied to project work to ensure that the production deadlines were met with regular monitoring. Time and materials used on project thoroughly documented.	Good planning and logical sequence applied to project work to ensure that the production deadlines were met. There is a good attempt to identify time and materials used in production.	Adequate planning and logical sequence applied to project work to ensure that the production deadlines were met. There is a reasonable attempt to identify time and materials used in production, although it may not be entirely convincing.	Insufficient planning meant that work was slightly disorganised or that deadlines were not met. There is limited attempt to identify time and materials used in production.	Little or no attempts made in planning and deadlines were not met. Time and materials used in production were not identified.	
	10 to 8	8 to 6	6 to 4	4 to 2	2 to 0	**Mark** 0
Comment and advice						
Professional Practice **10 marks**	Excellent use of innovative and practical strategies used in production that reflect a professional approach ensuring that prepress production is implemented to a consistently high standard. Approach provides good template for procedures that can be used for future practice. Effective identification of key issues ensuring errors did not proceed to later stages of production.	Good use of considered strategies to ensure that a professional approach was adopted consistently through production with identification of key issues to be addressed. Approach provides good template for procedures that can be refined for future practice. These measures ensured errors did not proceed to later stages of production.	There is reasonable evidence to show that some strategies were introduced or considered to help ensure a professional approach was adopted during production. Identification of some issues that needed to be addressed.	Little evidence to show that strategies were introduced or considered to help ensure a professional approach was adopted during production. They may have been inappropriate and/or key issues that were not addressed adequately.	Inappropriate or no strategies introduced to help ensure a professional approach was adopted during production. Limited attempt to identify key issues.	
	10 to 8	8 to 6	6 to 4	4 to 2	2 to 0	**Mark** 0
Comment and advice						

Total Mark	0
% of module	0

Appendix 3: Module Descriptor

Pre-Requisite Modules code(s)	Co-Requisite Modules code(s)	ECTS Credits	Module Code	**Module Title**
	GDES 1001 PFGD 1004 DESM 1003 RESM 1002	5	PPGD 1005	Prepress Production

Module Author: Louise Reddy.

Module Description

Prepress technology is an area that is intrinsically linked to design and printing technology, it is in this context that students are provided with an opportunity to learn about the processes involved in artwork production. This is achieved through practical project work where participants 'learn by doing'. All projects used in this module are designed by the students which helps to ensure that the knowledge and skills gained during the prepress module remains relevant to the learner. The artwork that is prepared and output by the students is later used to generate plates and print the projects based on their own specifications.

Participants on this module gain insight and practical experience of prepress production and issues or potential problems that can arise when design projects are carried through the prepress process for print. Working in groups, students are expected to find solutions and strategies to ensure work is produced successfully. Students are also expected to review current literature and draw on this research when evaluating their work.

Module Aim

The aim of this module is to equip participants with appropriate knowledge of prepress technology so that they can successfully prepare and produce artwork for print and ensure that they can communicate effectively with prepress specialists and/or printers when specifying their requirements for a design project.

Learning Outcomes

On completion of this module, the learner will be able to:

1. Prepare and output artwork using appropriate technology with consideration given to printing and finishing processes.
2. Identify potential prepress issues at the design stage of a project.
3. Describe the various stages of prepress production and explain associated terminology.
4. Identify good systems of communication and effective strategies to ensure effective workflow of a project through the various stages of production with relevant parties.
5. Evaluate and critically discuss the success of production on completion of printed projects that draws on practice and theory.

Learning and Teaching Methods

This module predominantly uses project based learning and groupwork. In conjunction with this style of learning, other methods utilised where appropriate consist of lectures, demonstrations, practicals and tutorials. As individuals each student is expected to reflect and evaluate their own work and that of the team.

Module Content

Input processes and associated technology

Output processes and associated technology

Colour management

Prepress and printing issues

IT for graphic design professionals

Planning and schedules

Module Assessment

Assessment for this module is broken into three areas:

Practical Project 1 - 25% (Group)

Practical Project 2 - 25% (Group)

Learning journal - 50% (Individual)

Students must submit all elements for assessment with a 40% requirement overall to pass the module. Submission for practicals and learning journals is built around the print production schedule for project work where students go through the process of planning, preparing and outputting artwork. During this time they are required as a team to identify and resolve any issues that arise. A record of their contribution is kept in their own individual learning journals and supplemented by independent research. Post-production students are expected to reflect and evaluate their production process that draws on literature as well as their learning and experience of the module. All participants receive feedback on practical projects upon completion. Formative feedback is given to students on their learning journal midway through the module.

Essential Reading

Pipes, A (2009) Production for Graphic Designers, Laurence King Publishers, London

Dabbs, A and Campbell, A (2004) The Digital Designer's Bible, Ilex, Sussex.

Ambrose, G and Harris, P (2006) Print and Finish, Ava, Luasanne.

Ambrose, G and Harris, P (2008) The Production Manual: a graphic design handbook, Ava, Luasanne.

Supplemental Reading

Felici, J (2003) The Complete Manual of Typography: A guide to setting perfect type, Adobe Press, Berkeley.

Johanson, K and Lundenberg, P (2002) A Guide to Graphic Print Production, John Wiley & Sons, Australia.

Poppy, E (2004) Forms, Folds and Sizes: All the details graphic designers can never find but need. Rockport, Massachusetts.

Gatter, M (2004) Getting it Right in Print, Laurence King, London.

Ambrose, G and Harris, P (2006) Format, Ava, Luasanne.

Further Details

Given the practical nature of this module the class size should not exceed twenty students. It consists of four contact hours per week which is delivered as a linked module that runs over two semesters.

Appendix 4: Thesis Marking Scheme

MA Professional Design Practice Thesis Marking Scheme

Student Thesis Title

Component	Excellent	Good	Reasonable	Poor	Very poor	
Aims and Objectives 5	Aims and specific objectives are clearly and coherently stated and worded in a way that makes it clear how they relate and their suitability for a thesis.	Specific objectives are stated with a level of clarity that indicates achievability, but still without a clear link to an overall plan. OR ELSE: The Aim may be clear, but the objectives lack precision or clarity.	Specific objectives stated, but rather too many (more than five) or too few (only one), and no clear relationship to an overall aim but can be found or inferred somewhere in the thesis.	There is a weak link between the stated aims and objectives with no supporting text linking them throughout the thesis.	There are no specific aims and/or objectives. OR ELSE: There are aims and objectives but they are not clearly stated, leaving the reader very unclear as to what the project is about.	**Mark**
	5 to 4.1	4 to 3.1	3 to 2.1	2 to 1.1	1 to 0	
Background 5	Clear and concise description of the overall hypotheses, clear description of the professional design practice context and why the hypotheses matters to the stakeholders within that context.	Clear description of the overall hypotheses within the professional design practice context, with a basic (adequate) description of the organisational context and identification of stakeholders.	Description of the hypotheses within the professional design practice context, but only some limited discussion of different stakeholders and how the hypotheses relates to them.	The hypotheses may be stated, but no coherent account of the professional design practice context and no reference to stakeholders.	The hypotheses has not been described nor has any reference been made as to its context within the report.	**Mark**
	5 to 4.1	4 to 3.1	3 to 2.1	2 to 1.1	1 to 0	
Literature review 20	Comprehensive analysis and synthesis of critical points of knowledge, ideas and theories, resulting in themes that are concise, unbiased, and relevant to the thesis topic. Clear and logical flow of ideas.	Reasonable analysis and synthesis of critical points of knowledge, ideas and theories. Themes mostly concise, unbiased, and relevant to the thesis topic. Mostly clear with a logical flow of ideas.	Some analysis and synthesis of critical points of knowledge, ideas and theories. Themes not always concise, unbiased, or relevant to the thesis topic. May lack clarity and a logical flow of ideas.	Descriptive summaries of published documents with some importance or relevance indicated but not fully explained.	Published documents summarised, but not linked in any effective way to the aims or objectives of the project under investigation.	**Mark**
	20 to 16.1	16 to 12.1	12 to 8.1	8 to 4.1	4 to 0	
Data collection and methods 20	Choice of data and methods of collection clearly described, including extent of data gathering. Methods well handled and convincingly justified against the project aims and objectives, including discussion of access issues. Some discussion of inappropriateness of other data collection approaches. Full relevant background material supplied as appendices.	Choice of data and methods of collection clearly described, including extent of data gathering. Methods adequately handled and justified against the project aims and objectives, including some discussion of access issues. Full relevant background material supplied in appendices.	Choice of data and methods for collecting them described, but with some gaps, there may be some doubt about how well methods have been handled, or how relevant they are to the aims and objectives. Some background material on methods supplied in appendices.	Choice of data and methods of collection somewhat vague and with some gaps in the material. Methods of collection are mixed up but are partially related to the aims and objectives.	Poor choice of data and methods, handled incompletely, with little evidence of link to aims and objectives.	**Mark**
	20 to 16.1	16 to 12.1	12 to 8.1	8 to 4.1	4 to 0	

Data Analysis and results 20	Approach to analysis clearly explained and applied coherently and convincingly. Relevant results clearly set out and compellingly supported by appropriate evidence – qualitative and/or quantitative.	Approach to analysis explained and applied clearly, although not completely convincingly. However, results are clearly set out and clearly supported by appropriate evidence – qualitative and/or quantitative.	Explanation of analysis is basic, definite linking of results to evidence. However, application of analysis and validity of results and evidence are indicated.	Explanation of analysis is basic, with some indication of linking results to evidence. However, application of analysis and validity of results and evidence are indicated.	Approach to analysis not clear, inappropriate to the aims and objectives, or its application incomplete or inappropriate. Findings bear little or no relation to evidence.	**Mark**
	20 to 16.1	16 to 12.1	12 to 8.1	8 to 4.1	4 to 0	
Learning and reflection 10	Key strengths and weaknesses of thesis/research process identified and critically discussed, including what happened that was different from the plan and assumptions that needed to be questioned. Clear and convincing summary of learning gained with particular emphasis on implications for future research practice.	Some strengths and weaknesses identified, with good attempt to reflect on them and learning gained from the research. Implications for future research practice or learning needs identified. Not as comprehensive as "excellent" category.	Some strengths and weaknesses of the project identified, but not completely convincing. Reasonable attempt to identify implications for future practice or learning needs.	Little evidence of learning and a limited attempt to identify implications for future practice or learning needs.	Demonstrates little or no ability to self-evaluate and identify future implications for learning or professional practice needs.	**Mark**
	10 to 8.1	8 to 6.1	6 to 4.1	4 to 2.1	2 to 0	
Conclusions 10	Conclusions clearly stated, relevant to aims and objectives, linked to results and to course perspectives. Discussion of what can be strongly concluded and what is more speculative. Clear and realistic proposals for action based on new insights, generally informed by the forefront of a field of learning.	Conclusions stated, which are relevant to aims and objectives and linked to results. Realistic proposals for action follow from conclusions based on new insights, generally informed by the forefront of a field of learning.	Attempts to draw conclusions from results are not entirely convincing. Recommendations are incomplete, but there is still a basic link to the conclusions and results and basic feasibility.	Conclusions are weak and do not really follow from data and results. Recommendations appear neither suitable nor feasible.	No detectable conclusions or recommendations.	**Mark**
	10 to 8.1	8 to 6.1	6 to 4.1	4 to 2.1	2 to 0	
Presentation 10	Structure and style of the thesis makes its flow easy to take in and follow. Clearly written and well argued throughout. Fully and correctly referenced. Appropriate use of graphics and diagrams	Structure and style of the thesis makes its flow easy to take in and follow. Mostly clearly written and well argued. Correctly referenced.	Structure and style are adequate in terms of making it possible to take in the overall flow. Writing and argument not always clear or convincing. Referencing may be incomplete.	Poorly written and structured, with arguments that are difficult to follow, dense text, poor referencing. Typographical errors so prevalent as to obstruct understanding. Possibly seriously over length.	No discernible logical structure or argument within the thesis.	**Mark**
	10 to 8.1	8 to 6.1	6 to 4.1	4 to 2.1	2 to 0	
Comments						**Total Marks**

Appendix 5: Tips for Learning Journal and Log Entries

Why are you being asked to keep a learning journal?

The projects that you undertake in the Prepress area are all practical in nature, it is therefore important that you keep an ongoing record of what you are doing. This will allow you to personally identify: what you have learned; what relevance you attach to this knowledge/skill; and through reflection gain better insight to the 'what' and 'why' you are doing something as well as the implications for future learning and study.

The programme that you are studying is Professional Practice within graphic design, so it is important that you consider best practice strategies and methods in the area of Prepress so the knowledge you acquire now can be integrated into your own design practice in industry.

The level of study that you are engaged in is a level 9 Masters programme. This requires that participants must meet certain criteria with regard to knowledge, know-how and skill as well as competence.

The activities that you complete in class contribute to the acquisition of knowledge skill and competence in this subject discipline and should be supplemented with secondary research so that you are linking theory and practice.

It is important to consider the learning objectives and outcomes for both the project and the module so that you can assess and measure the progress of your learning achievements throughout the programme.

What should you put into your learning journal?

The journal / log is a personalised piece of work and therefore the entries that are included are entirely up to the student. It may be related to:

01 The content of a class session,
02 An activity that you were asked to complete,
03 A skill you were encouraged to practice,
04 Literature that you read in relation to a certain aspect of the subject or best practice within the field,
05 Discussion with a group member,
06 Advice from an expert in the field,
07 Mistakes that you made along the way.

It is not enough just to include an entry such as those mentioned above in isolation, it is important to place it in a learning context. To help, you might consider some of the following questions in relation to each of your entries:

01 Why is it important? What did you learn?
02 What is the rationale for inclusion?
03 What value does it have?
04 Reflect on the value or implications on your own learning?
05 How does it relate to other aspects of the subject/programme?
06 How does it link or relate to the project/module objectives and outcomes?

Accompanying your visuals/research/practical work are your reflective entries, examples of how you might start might include:

- This is interesting because…
- I identified that…
- Campbell and Dabbs state… this ties in with…
- The key issue here was…
- In practice this means that…
- I need to find out more about… I will do this by…
- In consultation with… this means that I will need to…
- The group decided to … I am not convinced because…
- This could be avoided by… because…
- The printed proofs show… in future I can