NEA

Contents

[Analysis 1](#_Toc115886452)

[1. Introducing the problem 1](#_Toc115886453)

[1.1. Background 1](#_Toc115886454)

[1.2. Problem 2](#_Toc115886455)

[1.3. Research 2](#_Toc115886456)

[2. Users and their needs 2](#_Toc115886457)

[2.1. End users 2](#_Toc115886458)

[2.2. Interview 2](#_Toc115886459)

[2.3. User requirements 2](#_Toc115886460)

[3. SMART Objectives 2](#_Toc115886461)

[4. Modelling the problem 2](#_Toc115886462)

[Design 2](#_Toc115886463)

[Solution 2](#_Toc115886464)

[Testing 2](#_Toc115886465)

[Evaluation 2](#_Toc115886466)

# Analysis

## Introducing the problem

### Background

Exeter College is a general further education college that offers a wide range of courses, there most popular of which is A levels for post 16 students. They are an award-winning college with many on site facilities located in the city centre of Exeter. Students from all across Devon enrol at Exeter College, subsequently Exeter College educates 10000+ students for any academic year.

The physics department at Exeter College is comprised of three teaches and has roughly 200 As level physics students and 150 A level physics students at any given time. Typically, a topic that has been notoriously difficult for students has been electricity.

Pino is one of the A level physics teachers at Exeter College and wants a visually interactive tool to help make teaching the electricity topic more intuitive for her students.

### Problem

There are two main problems that the new system will attempt to solve. One, making the electricity topic for AS level physics more intuitive to understand. Two, improve the limited functionality that the current system provides.

### Research

## Users and their needs

### End users

The end users will be students and teachers.

### Interview

### User requirements

## SMART Objectives

## Modelling the problem

# Design

# Solution

# Testing

# Evaluation