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|  | Faculty of Computing, Engineering and Science |  |

**Assessment Cover Sheet and Feedback Form** 2020-21

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| Module Code:  IS4S761 | Module Title:  Principles of Computing | | Module Team:  Gaylor Boobyer |
| Assessment Title and Tasks:  Portfolio 1 - Element 1 | | | Assessment No.  1 |
| Date Set:  **23-Oct-20** | | Submission Date:  **27-Nov-20** | Return Date:  **15-Jan-21** |

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| ***Part A: Record of Submission (to be completed by Student)*** | |
| **Extenuating Circumstances**  If there are any exceptional circumstances that may have affected your ability to undertake or submit this assignment, make sure you contact the Advice Centre on your campus prior to your submission deadline. | |
| **Fit to sit policy**:  The University operates a fit to sit policy whereby you, in submitting or presenting yourself for an assessment, are declaring that you are fit to sit the assessment. You cannot subsequently claim that your performance in this assessment was affected by extenuating factors. | |
| **Plagiarism and Unfair Practice Declaration:**  By submitting this assessment, you declare that it is your own work and that the sources of information and material you have used (including the internet) have been fully identified and properly acknowledged as required[[1]](#footnote-1). Additionally, the work presented has not been submitted for any other assessment. You also understand that the Faculty reserves the right to investigate allegations of plagiarism or unfair practice which, if proven, could result in a fail in this assessment and may affect your progress. | |
| **Details of Submission:**  Note that all work handed in after the submission date and within 5 working days will be capped at 40%[[2]](#footnote-2). No marks will be awarded if the assessment is submitted after the late submission date unless extenuating circumstances are applied for and accepted (Advice Centre to be consulted). | |
| **You are required to acknowledge that you have read the above statements by writing your student number (s) in the box:** | Student Number: |

**IT IS YOUR RESPONSIBILITY TO KEEP RECORDS OF ALL WORK SUBMITTED**

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| **Marking and Assessment** |
| This assignment will be marked out of 100%  This assignment contributes to 25% of the total module marks.  **Assessment Task:**  Using the scenario given in Appendix A, analyse the requirements and then:  a) Expand upon the already given partial ERD (Appendix B) and thus produce an ERD that models a new system for GB Training that will satisfy all the requirements detailed in the scenario given. The partial ERD may change slightly when you produce your complete ERD, depending on the assumptions you make.  b) State any assumptions made during the development of your design.  (The ‘What’ and ‘Why’) |

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| **Learning Outcomes to be assessed** (as specified in the validated module descriptor [https://icis.southwales.ac.uk/](https://icis.southwales.ac.uk/studentmodules/13802/studentmodulespecifications) ):  1) To demonstrate a practical understanding of the design of information systems.  2) To design and implement a database system that meets a set of requirements and avoids data redundancy. |
| *Provisional mark only: subject to change and / or confirmation by the Assessment Board* |

**Appendix A**

GB Training Organisation

GBT is a training organisation that provides various training courses. The company has decided to put all the information they now keep manually into a database and to include course booking, accommodation booking, trainer allocation and room allocation in this new database.

# Background

Students can apply for any of the courses provided.

Each course has one or more trainers who are skilled in providing that course. A trainer is allocated to each course occurrence (actual course).

If students attending a course require accommodation for the duration of the course, then accommodation is provided in local boarding houses which are booked by GBT and added to the overall cost of the course. They also keep a record of which students are booked into which boarding house and on which dates.

**Current System**

There is no standard method of receiving course applications. They can be made by telephone, letter or through a Course Application form which is issued with the Course Catalogue.

If a student makes a general enquiry about a course, then the Student file is checked to see if he/she is a current student. If a student is not in the Student file then he/she is sent a Student Details form to complete together with the Course Application form.

When the students return their Student Details form they are allocated unique student numbers and the students’ details are then added to the Student file.

# Course Booking

Upon receipt of a valid course application the Current Course file is checked for a vacant place on a currently organised course (actual course). If there is a place available, then the student is allocated to that course (actual course) and notification details are sent to the student.

If there is not a place currently available on a Current Course, students are allocated to the Type of Course they wish to attend. When there are enough students waiting to attend a course then a new actual course is set up and students waiting for that course are sent notification details and allocated to a Current Course (actual course).

When a student is notified of his/her acceptance onto a course, possible accommodation details are sent out and an accommodation booking is subsequently made, if required.

A training room is allocated to an actual course by the Course Booking Section. Only one room will be allocated for each course run. The training room list is checked for available rooms, an available room is allocated and the room list is updated. Trainers are then allocated to the actual course. The system must check which trainers are qualified to teach that particular course and which trainer is currently available to be allocated to the course.

**Miscellaneous**

The courses provided can be of **1,3 or 5 days** duration.

A course type may contain the following information:

Course Code: Course Title

CIMW1 Introduction to Microsoft Word

An actual course may contain the following information:

Course Code: Start Date Duration MaxNoStudents

CIMW1 12/10/20 3 10

**Appendix B**

1..\*

Course

Type

Allocated

Student

1..\*

Allocation

0..\*

Current

(Actual)

Course

1..1

1..1

1..1

# Marking Scheme:

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|  | Fail | Narrow Fail | 3rd Class / Pass | Lower 2nd Class / Pass | Upper 2nd Class / Merit | 1st Class / Distinction |
| ERD 80% | * Missing any understanding of this technique. Model fails to represent case study and/or requiresextensive corrections | * Missing or demonstrating little understanding of this technique. Model fails to represent case study and/or require extensive corrections | * Model loosely represents the case study. Reasonable use of notation but contains some major errors or several small errors. Adequate attempt at rationalising MM relationships (if needed) | * Model represents many aspects of the case study. Many entity types & relationships included. Good use of notation but contains some errors. reasonable attempt at rationalising MM relationships (if needed) | * Model represents the main aspects of the case study. Most entity types & relationships included. Good use of notation and contains only a few errors. Good attempt at rationalising MM relationships (if needed) | * Model clearly represents the case study. All appropriate entity types & relationships included. Excellent use of notation and very few errors. Clear & correct rationalising of MM relationships (if needed) |
| Assumptions 20% | * No Assumptions | * Missing or inappropriate assumptions unrelated to the design of the ERD | * Some basic assumptions made related to the design of the ERD. Mostly WHAT was decided re the design rather than WHY it was decided | * A reasonably good set of assumptions made which are related to the design of the ERD. Mostly WHAT was decided re the design rather than WHY it was decided | * A good set of assumptions appropriate to the design of the ERD. Includes mainly WHAT was decided re the design but a good attempt at the WHY | * An excellent set of appropriate assumptions.Includes both the WHAT was decided re the design and the WHY it was decided |
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1. University Academic Integrity Regulations [↑](#footnote-ref-1)
2. Information on exclusions to this rule is availablefrom Campus Advice Shops [↑](#footnote-ref-2)