



FC6W51 Work Related Learning

Placement Company: London Metropolitan University

Success Coaching

Final Report

Name: Lauren Spruce

ID Number: 18011848

Date: 10/12/20

Supervisor: Dr Quan Dang

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1. Introduction

1.1 Background

While studying at the University, for my final year I was required to choose between 2 modules, work related learning and Creating a Winning Business. I choose work related learning as it is crucial to get hands on experience relating to my chosen degree. It provides me support while learning and gaining invaluable skills.

While studying at University in my previous years, especially in my first year, I would always receive plenty of support and guidance from success coaches either in their second or third year. This gave me the inspiration to become one, as I loved to help others and support them regarding relating modules.

When applying to become a success coach, I had to apply in the summer. I had to fill out all my personal details and provide my exam results, I waited until just before University began for a response. I was offered the role and underwent two training sessions via Microsoft Teams. I spoke with the Success coach leader, and as a group we discussed the importance and beliefs in Success Coaching and all the rules linked to the role.

Currently I am still working as a success coach, I love attending the workshops and have established strong bonds with the students in my classes, I started on the 12th of October officially, and am still presently working.

1.2 Information on the structure and role of the company

London Metropolitan University provides a service known as Met Temps. Here, they aim to provide the best support and guidance to students seeking placements and work. Plenty of variety is offered, as placements are held on campus and through external partnerships and organisations, who have strong connections with the University.

Met Temps is run by the employability and career's team, giving students a strong opportunity to experience work while studying, offering flexibility and support unlike externally sought-after placements. This is due to the University understanding the time restraints and needs of their students.

The University is based in London on multiple campus', these include Holloway, Aldgate, and Shoreditch. All sites offer Met Temps as a service to all students, giving everyone an equal opportunity to gain vital work experience to support their chosen degree.

1.3 Details of the specific department worked in

Success Coaches have many roles including:

- Offer 1 to 1 sessions to struggling students.
- Checking the workshop times regularly to attend every session.
- Plan activities to complete with students.
- Use your own knowledge and experience to guide students.
- Guiding and empowering students to learn independently.
- Have a deep understanding of the specific topics you will be teaching.
- Give students confidence within themselves and their work.
- Providing basic knowledge to provide to first year students.
- Give a voice to students who are not confident in speaking out.
- Provide to all students their learning outcomes which are expected of them.
- Actively reach out to students

2. Review of Activities

Each week, I was designated 3 workshop groups I would participate within these sessions 3 times a week, which would last the full two hours after the lecture had been concluded. Within these sessions, different tasks would be set to aid the student and establish more practical understanding alongside the theoretical lecture notes discussed during that week.

Due to the pandemic, all my work helping support these sessions was held online, via Collaborate. All workshops were split into equal groups, this is to promote strong communication between peers and tutors. The tutors would discuss workshop material at the beginning of the session, it was my role to give my best support, this was done by helping students catch up on missed work, to answering any questions in the chat. This ensured the tutor was not overloaded with many questions, reducing the stress and workload from the tutor, and distributing it evenly. All other success coaches and I would make sure that all students were satisfied with any tasks they had been set, being on standby and monitoring the chat to ensure no one was let behind.

2.1 Workshop Sessions

(LO1,3,6) The most important activity within success coaching is to provide ongoing support for all students within the workshops. I provide programming assistance and knowledge for the modules, CS4001 and CS3101, providing Java and Python help. As I had already completed CS4001, I would provide 1 to 1 session with students who were new to programming, this was very common with foundation level students learning python for the first time. For both programming modules, there was a range of different experienced students, therefore it was crucial to keep a strong connection between all success coaches and the students to ensure that no one was being left behind.

(LO1,4,6) Whereas in the module, CC4057 Introduction to Information Systems, I offered support within a variety of topics including binary, databases and website implementation. These topics were ones I would be supporting students through the entirety of the workshops, offering my help and support if students had any concerns. This was also a good opportunity to look back at work I had completed for my coursework requirements. This was to refresh myself allowing me to give accurate and detailed support on what the student needed to provide in their own implementation.

(LO2,5,6) After every workshop session, I would give out my University email address, this allowed students who were continuing to work on the tasks after the session, to have an option to share their work for feedback or ask any questions regarding it. This also aided me in providing 1 to 1 session for students who needed extra advice and someone to talk to if they were struggling.

2.2 Python Wednesday Session

(LO1,2,3,5,6) I also contributed within a Python help session, this is where we discussed the previous lecture and workshop content and focused on helping struggling students. Any issues were discussed and roles were split separately between all three of the success coaches attending. All 3 of us would share screens and work as a team to provide the best advice and support we could, combining all our University experiences. I found that all the students that regularly attended every week grew more confident when coding in python, as this session provided vital practice and knowledge from previous students. I feel that students really enjoyed participating as they would ask lots of questions about our own personal struggles with the module at hand; a lot just wanted to hear our experience on University life and what to expect progressing onto first or second year of their University journey. I feel as though this has really improved my own programming skills as I was constantly reviewing other students work, I have also learnt a lot from this as there are many ways students implemented the tasks.

2.3 1 to 1 Sessions

(LO1,2,3,4,5,6) 1 to 1 sessions were what combined all of my learning outcomes into one. I participated in many 1 to 1 sessions, these varied from reviewing students coursework completed and giving constructive criticism, to supporting students with personal issues and struggles during the pandemic. During workshop sessions, I would offer my support through breakout rooms this would be with 1 or 2 students experiencing the same problem. This enabled the workshop to continue for the remaining students with the continued support of the tutor and other success coaches, while I worked on specific problems ranging from hardware issues to software. I offered my support for general PC organisation and technical issues regarding software like putty or BlueJ. I felt like these sessions really helped, as some students who could not figure out how to deal with specific issues might be scared to ask the tutor while they were busy. I feel like being there for them really helped them progress much quicker, as they knew they could ask me anything no matter how small.

(LO5,6) Throughout my experience with 1 to 1 sessions I have really enjoyed communicating with individual students; I found that they really appreciated this experience as not all of the time they can arrange this type of interaction between lecturers considering they are in their early stages of their degree. I have also gained new friendships through completing these sessions, 2 students in particular needed additional support, so therefore I arranged 1 to 1 sessions every week to help them catch up and feel more prepared and confident to continue with their degree. I continue to support these students over email and will be planning more sessions in the future regarding their next coursework deadlines. This whole experience has really improved my confidence and communication skills between a range of different individuals and provided me to look at differently situations in a different perspective.

2.4 Providing Weekly Feedback

(LO1) At the end of every week, I was expected to fill out a feedback form to recap over the week activities regarding the workshop sessions I attended. This allowed me to organise and record all my progression, allowing me to work on my communication skills regarding giving concise and informative feedback. This feedback was reviewed every week alongside my hours I inputted for my paid work within Met Temps.

3. Academic Context

Success coaching relates highly to my chosen degree, Computer Science, in the following different aspects:

- All the workshops I provide help for I have already completed in previous years studying, I have already completed CS4001 and CC4057 so therefore I have all the necessary materials and notes to aid students with all tasks.
- Regarding CS3101, I had not completed this module, however, due to first year I had already learnt all the basics regarding python while completing information systems and creating basic programs using python.
- It provides essential revision to previous modules, as I am constantly referring to my old coursework and notes to re-establish my knowledge to provide more detailed and technical support to students.
- As I had completed the last half of my second year online previously, I was used to navigating through weblearn to find all the essential lecture notes and workshop tasks that had been set for the students. I also had to use collaborate and Microsoft teams to participate in the sessions, I often gave my support to students who were not used to studying from home.
- A lot of my work involved Java and Python programming; this was due Success coach's primary role to support within these modules. Java is a language I am very confident in using due to my previous applications and programs I had created while participating in these modules myself.
- During success coaching, I was required to assist students in creating a website for their CC4057 module. This included HTML, CSS, and JavaScript, these are languages I had already had a lot of experience and confident in due to completing information systems and the data structure modules in year 1 and 2.
- I was also needed to have deep understanding of databases using access and oracle, I was already adapted to using these software's as I previously used them for the modules information systems and data structures, where I needed to create a database for my website.

Even though the University had already provided me with all the theoretical and basic practical skills to become a success coach, this placement has provided me the opportunity to expand on these skills as I was required to teach them and offer support for any questions. To initially prepare to become a success coach, these were the main steps to complete my training.

- Apply for the role by completing an online form, giving my personal details, and giving my reasons to why I wanted to become a success coach.
- Participate in two online sessions with many other trainee success coaches. During these sessions we learnt about the key expectations of the role and how to approach students regarding many different scenarios.
- Finally, after the training sessions, I was given a timetable which was arranged by my work supervisor. Each week I was required to send feedback to them for feedback and advice. My work supervisor also provided me the details of students which needed 1 to 1 attention, so therefore I would reach out to them.

While speaking to my supervisor in our meetings, they told me all the materials I would need to prepare for, from my previous work and notes from the new lecture notes to provide the best support for the students.

4. Abilities Evaluation

LO1: Demonstrate the ability to operate effectively as an independent learner in a supervised work environment, including the selection and application of appropriate methods and procedures to required tasks.

While working as a success coach, I had to make a lot of independent decisions and sacrifices to complete my work to the highest standard. I often worked alone with students while offering additional support, so therefore I had to carefully select which methods were suitable to that specific occasion. This included gathering lecture notes and completing the workshop tasks myself before the 1 to 1 session, also preparing work documents listing feedback and constructive criticism to any student giving me their work for proof reading. Every scenario was different, so I preparation of materials was key in delivering high quality sessions to all individuals.

While working in the workshops, I had to make sure I had already completed the tasks prior to the session, I was always keeping one or two weeks ahead to be organised and prepared. I also organised all the modules in different folders on my PC, so therefore if a student needed a certain document, I could easily find it throughout my own University notes.

For certain workshops, I would always refer to my own work, I would adjust on any errors I had made so therefore the whole experience was really rewarding, I felt that I was teaching myself at the same time amending my past mistakes. I feel as though this placement has given me more confidence in completing my own coursework's individually, this will aid me greatly in the future where independent work in the workplace can sometimes be vital for success.

LO2: Communication skills, including presentation and writing skills.

Success coaching is based on strong communication between peers and tutors; therefore, I was expected to demonstrate all my communication skills, from using team calling and including my writing. These was done by:

- Emailing and reaching out to students
- Emailing tutors and supervisors for feedback
- Participating in Success Coach meetings and training, working as a team on different tasks
- Participating in collaborate sessions and Microsoft team calls, learning how to act in a professional way with tutors and lecturers, also to understand that all students have different needs and ways of learning, being understanding and empathetic when needed.
- Presenting notes and helpful solutions to students using team sharing, making sure my work has been proofread or tested to ensure the most accurate information is given to students
- How to use the required tools of communicating online, this was asking for advice from peers and lecturers and ensuring that I was able to attend every meeting required of me.
- Making sure my grammar and writing was concise and refined, understanding how to write professionally in emails between different individuals to provide the best support.

- Being able to understand individuals' emotions and to give my best support, this led to researching all the facilities the University has to offer including DDS, disability, and dyslexia services.

LO3: Programming with Java and python

During my time as a success coach, I was able to showcase all my technical and practical programming skills these were including:

- Java
- Python
- HTML and CSS
- Access and Oracle
- SQL

All these skills I had acquired while studying as a first- and second-year student in university. These skills allowed me to create 1 to 1 session while helping students with a specified task regarding any one of these programming skills. As a success coach I was given the opportunity to revise and go over these skills, to reinforce my knowledge to help me with future job roles within the Computer Science industry. I was also required to obtain evidence of me performing these technical skills by collecting student feedback and recording the duration of my Microsoft teams calls.

Personally, I feel this shows the University how adaptive I am to many different languages and software's, showing I am a keen learner and love to support individuals struggling with any issues.

LO4: Database and MS access

Like with programming, I also had to be confident in using oracle and SQL to participate in supporting students. This was mostly done within CC4057, as there was a coursework dedicated to creating a database. Some of the features I participated in helping with were as follows:

- Going through the coursework brief and discussing with the student what their learning outcomes on, which ones they will need to demonstrate for this coursework.
- Looking back at my own database I had created in first year, checking the feedback I was given and improving on it to fully explain to students.
- Recap on basic SQL queries on access and have a deep understanding of creating forms and populating the database.
- Provide 1 to 1 sessions of going through the basics of access and oracle to second year students.
- Have a deep understanding of how to connect all the tables together in the database, explaining and teaching students about relationships and creating data models and data dictionaries.
- Being able to spot errors within the database and supporting students to guide them to figuring out the solution for themselves.
- Proofreading their report and correcting any errors they may have added, also supporting them in making any amendments.

Overall, I really enjoyed participating in the providing students with support relating to databases, I have shown that I can overcome problems individually and correct any errors I may have made when I was in their position.

LO5: Demonstrate analytical and advanced problem-solving skills.

With all the technical skills I have developed, sometimes problems would arise. This could be either hardware or software issues. Due to the pandemic, some students did not have access to appropriate workstations to complete their work, therefore I offered them guidance on how to complete their studies through apps anywhere. This is provided by the University and allows students to access and software they may not be able to install on their current workstation.

I would often experience software issues of my own, especially with coding. If in a 1 to 1 session I experienced an error I had never dealt with before, I would keep a calm head and show the student how to research and come to a solution while completing their coursework. I feel like this really helped many students as often errors in code can cause panic to beginners, by showing them how to methodically work through problems step by step, it helps the student understand the programming language better and not to just give up on tasks. It also encouraged them to be independent learners on their own as their confidence significantly improved.

Also, by reviewing lots of students work I was able to analyse what they had written and why they did it, by doing this I was able to give better support based on the students own abilities, further boosting their confidence and making them believe in themselves more. I feel as though this experience has improved my own problem-solving skills as I understand marking schemes and my own learning outcomes a lot more, this has helped me significantly with all my recent coursework's for my final year. I also feel as though it will help me with my career, as I am able to evaluate my own strengths and weaknesses regarding my own personal skills.

LO6: Coaching and mentoring skills

I feel like coaching and mentoring was one of my best learning outcomes. I really enjoyed sharing my own experiences with the students, I feel like I was able to give students with little confidence the chance to clear their mind and communicate with someone who understands their feelings.

I would constantly look out for students within the workshop sessions, communicating privately and within groups to ensure everyone was up to date with the tasks set. Often in my 1 to 1 session I would give my advice and experiences to often motivate a student, they were interested to what their future studies entailed, I feel like I did an effective job in keeping them motivated for the future.

During my time within workshops, I would constantly remind students of what their overall goal is regarding their current tasks, I feel like this gave them more ambition and motivation to completing the highest possible work they can. I have really loved being able to speak to many different students and leave a positive impact on their studies.

5. Challenges Encountered

5.1 Balancing work

At the start of my placement, I found it very challenging to balance my own University expectations and to participate in the other module's workshops. It was quite overwhelming at first as I really wanted to focus on completing my own coursework's to the best degree considering I am in my final year at University. A lot of the time I found myself with a lot of heavy workload from all my modules, at first, I put a lot of effort into going through all my old lecture notes and perfecting my knowledge, however this ended up putting a lot of pressure on me due to my other commitments outside of University life.

Also, while participating in 1 on 1 sessions, I found that some students were very expectant that I would complete sessions lasting over 2 hours at times, this put a lot of stress on me due to having other responsibilities.

To overcome this, I had to make sacrifices. This meant, cutting my hours at my job outside of University, to allow me more free time to adapt to the heavy workload. Next, I created a timetable for each week, so I know what I needed to complete for workshops and 1 to 1 sessions. Within this timetable, I designated specific days for specific tasks. This meant I was not trying to complete everything at once like I was originally within the first week of starting my placement. I also had to communicate to my work supervisor my difficulties, for example, when I was preparing my project interim report, I stopped attending the Wednesday python session to complete it to the best of my standards. Throughout my placement my supervisors offered me lots of support, as this is a University based placement, there is more flexibility regarding the hours I needed to complete a week, I felt this really supported my own studies and allowed me to also complete my work to the highest standard.

5.2 Requirements Expected

At the start of my placement, I was unsure on the amount of work I needed to prepare to participate within the workshop sessions. This was also due to the fact all teaching is now online, therefore it is a completely different environment compared to participating on campus. It was not made clear within my success coach training, as it was not dedicated for training computer science students, rather many degrees all at once. This meant that the information provided was not at all technical but rather a general discussion on your role as a success coach. I started by spending too much time specific tasks as I was trying to perfect my understanding. I realised that I could not keep doing this amount of preparation every week, therefore I spoke with my supervisor, they advised me that what I was doing was not necessary for the initial beginning weeks, due to most students being confused on navigating through the website, even hardware issues like using Chromebooks. Most of my beginning weeks were just guiding students and helping them adjust to online learning, giving my support were possible. Finally, to overcome I just focused on students personal needs to begin with and gradually started helping students with more complex programming as the weeks went on.

6. Conclusion

To conclude this report, I would like to address that I have really enjoyed my overall placement as it helped me develop my communication skills, every day I would be speaking to many different students, it made me understand that different people have many different learning needs. Not everyone learns in the same manner, so therefore I was constantly adapting the way I communicated based on that individual's needs. I also feel as though I have improved a lot with my time management skills, as having to deal with a lot of modules at one time has been a challenge, however I feel it has benefitted me into becoming more motivated to complete coursework's earlier so therefore I have more free time for other responsibilities.

The placement has also greatly improved my analytical skills, as I am now easily able to break down large amounts of information which are provided to me in a methodological manner, to pick out the relevant information needed to complete a task. For example, this was vital when I was participating in the Wednesday Python help sessions. I did not complete this module myself, so therefore I was unfamiliar with the workshop tasks that students needed assistance with. Within the sessions, I would break down the tasks into smaller steps, this benefitted me and the students, as it was also easier for them to understand complex programs by going through each line of code at a time.

I chose to complete my placement for success coaching as I love supporting people, due to the pandemic and University being online again, I felt like I was able to reach out to new students and guide them as I had already been accustomed to online learning since the end of second year. I feel that it is a very important time to show kindness and patience, to become a role model and a voice for students who are not confident in speaking up.

I feel as though this experience will be very beneficial to put on my CV as it shows my dedication and commitment, working 2 jobs and studying full time. I hope it will give me more options for future employment as I have learnt essential skills which will be invaluable in the workplace. This includes technical skills including programming, but more importantly, confidence and communication skills.

I also feel this placement was very beneficial as it highly relates to my degree, therefore it has helped re-establish everything I have learnt throughout the duration of my time at University. It allows me to stand out from the crowd as it shows I can reinforce what I have learnt and teach it to others.

By completing this work placement, it has given me the confidence to transition from University life to finding a job in the workplace, understanding what will be expected of me and how to communicate on a professional level.

Appendix

Learning Agreement

FC6W51 Learning Agreement

Student ID	18011848	Student Name	Lauren Spruce
E-mail:	lolspruce@hotmail.com	Mobile No:	07719439795
Student's correspondence address	Smart Student Accommodation, 3-5 Thane Villas, Finsbury Park, London N7 7PH		

Employer

<input type="radio"/> Work Placement	Employer name	London Metropolitan University
	Employer address	166-220 Holloway Rd, London N7 8DB
	Company supervisor name and position	Cecilia Oyugi
	Company supervisor email	c.oyugi@londonmet.ac.uk
	Company supervisor telephone No	020 7423 0000
<input type="radio"/> Others	Please provide full details of this option on a separate page and attach to this form.	

Academic Supervisor at Londonmet (See Weblearn)	Dr Quan Dang
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Work Activity

Start Date:	12/10/20	End Date:	N/A
Brief description of your position and work at the work placement:	Success coach for foundation year and 1 st year students, attending workshops for support and doing 1 to 1 session with students.		

Figure 1: Learning Agreement: Personal details and Employer details.

Learning agreement table:

Please refer to the general module learning outcomes (LOs). You need to list at least **Six** learning outcomes specific to your chosen WRL work, with at least **TWO** closely related to your course of study.

Learning Outcome ID	Skills and knowledge	Activities and tasks	Evidence
LO1	Demonstrate the ability to operate effectively as an independent learner in a supervised work environment, including the selection and application of appropriate methods and procedures to required tasks.	To attend workshops helping with specified modules	Get feedback from the tutors within the workshops, and the work-based supervisor (Cecilia)
LO2	Communication skills, including presentation and writing skills	Emailing and reaching out to student's which need help	Email evidence, Student feedback, MS team calls
LO3	Programming with Java and python	Creating 1 to 1 sessions with students helping with specified tasks	Student feedback, using google forms, MS team calls
LO4	Database and MS access	Assignment help	Student feedback, using google forms
LO5	Demonstrate analytical and advanced problem-solving skills.	Reviewing workshop and coursework tasks for students.	Email evidence, Student feedback, using google forms, MS team calls
LO6	Coaching and mentoring skills	Clarify learning outcomes expected of 1st years	Student feedback, google forms

This form is approved by an academic supervisor: by email q.dang@londonmet.ac.uk

You must complete Employer Registration, Health and Safety and Employer Liability forms on the website (My Careers) before the start of your work.

Figure 2: Learning Agreement: Learning Outcomes

Feedback from Workshop Tutors

After I had reached 100 hours of work experience, I emailed both tutors from my workshop sessions. Below is the feedback then sent in the form of the email.

CS3101 Workshop Tutor Feedback

Peiyuan Pan 21 Jan
to me ▾

Hello Lauren,

As the CS3101 module leader, I really appreciate your great effort in the workshop sessions to answer students' questions, run one-to-one sessions, and always quickly respond to students' problems. Obviously, students in the module have benefited a lot from your assistance, not just during the normal workshop time, but also in the additional supportive sessions every Wed afternoon. I do hope you will still be in my teaching team in the next semester.

Many thanks

•••

Reply Forward

Figure 3: CS3101 feedback email

You're Comments: Did the student produced (and handover) the assigned work? What are the main duties achieved by the students?

Answer:

- 1) 10
- 2)
- 3)

Your Comments: Comment on the any specific individual strength, which you felt, allowed the student to contribute particularly effectively within the workplace? Are there any particular skills gaps, which you feel the student needs to address?

- 1) 10 excellent contribution in the workshop to support students
- 2)
- 3)

Your Comments on Attendance and Punctuality: The ability to arrive punctually and attend as agreed to meetings. Did the student attend scheduled meetings? If not please mention it.

Answer: Always attend the workshops and arrive punctually. Students are all happy with Lauren's support.

Communication & Interpersonal Skills: Ability to interact well with customers and clients, make effective presentations within a group context, produce reports or correspondence using appropriate language.

Excellent communication with students, always!

Teamwork skills: The ability to work co-operatively towards a common goal and support colleagues where needed, make appropriate and positive contributions in meetings and discussions, listen to colleagues, accept and give constructive feedback within the group

Lauren has excellent teamwork skills, very good communication in the team.

Initiative & Problem Solving skills: The ability to take full advantage of opportunities to gain maximum benefit from the placement, adopt a flexible and proactive approach, seek out and evaluate relevant information to generate appropriate ideas and solutions.

Lauren has taken the opportunity very well and gained max benefit from the placement.

School of Computing

Figure 4: CS3101 feedback form 1

Professional Conduct skills: The ability to appreciate the codes of dress and behaviour expected, respect the rights of others in relation to issues such as confidentiality and diversity.	
Lauren has professional conduct skills and behaviour as expected.	
Organisation skills: Plan workload, identify priorities and meet deadlines set, where required, organise and present information in a systematic way.	
Lauren has wonderful organisation skills, planed workload <u>really well</u> .	
Information Technology skills: The ability to use IT effectively to store, process and present information, quickly adapt to using any unfamiliar in-house systems.	
Yes, Lauren can face challenges and quickly adapt to using the systems in CS3101 module.	
We would also be interested in finding out if:	
You would be prepared to offer a placement to another student in the future	Y/N
You would be willing for us to pass on your organisation's contact information to other students seeking a placement in the future	Y/N
You would like to receive information about the University Employment Service which can publicise placement and/or other vacancies to our students and recent graduates	Y/N
You would welcome a visit from one of the careers team to discuss your recruitment needs, or possibilities for participation in careers events within the University	Y/N

Figure 5: CS3101 feedback form 2

The screenshot shows an email interface. At the top left is a circular profile picture with a large letter 'W'. To its right is the recipient's name, 'Wiktor Sowinski - Myd...', followed by the date '21 Jan' and two small icons: a back arrow and three dots. Below this, the text 'to me ▾' is visible. The main body of the email starts with 'Hello, Lauren.' followed by 'Here is a brief summary for you:' and a detailed paragraph of text. At the bottom, there is a closing statement and the sender's name.

Hello, Lauren.

Here is a brief summary for you:

Lauren has been an immense help throughout all the tutorials in both modules (CS4001 Programming and CC4057 Introduction to Information Systems). She gave her time and effort continuously to help the students who were falling behind. Thanks to her assistance during the workshops and after them some students were able to succeed where they wouldn't normally. Answering the questions in the tutorial session by Lauren relieved the tutor (myself) of some explanation needed by the students and allowed the session to continue smoothly. On top of that, Lauren has been answering emails from the students and giving feedback to the students' courseworks. Her aid really made a difference and improved the overall experience of the modules for the students.

I hope this is enough, if not please let me know and I will write more details.

Kind regards,

Viktor Sowinski-Mydlarz

...

Figure 6: CS4001 and CC4057 feedback

Feedback from Students

I created a google feedback form in order to collect all of my 1 to 1 session feedback, this was during individual 1 to 1 sessions and also from students I assisted in the workshop sessions.

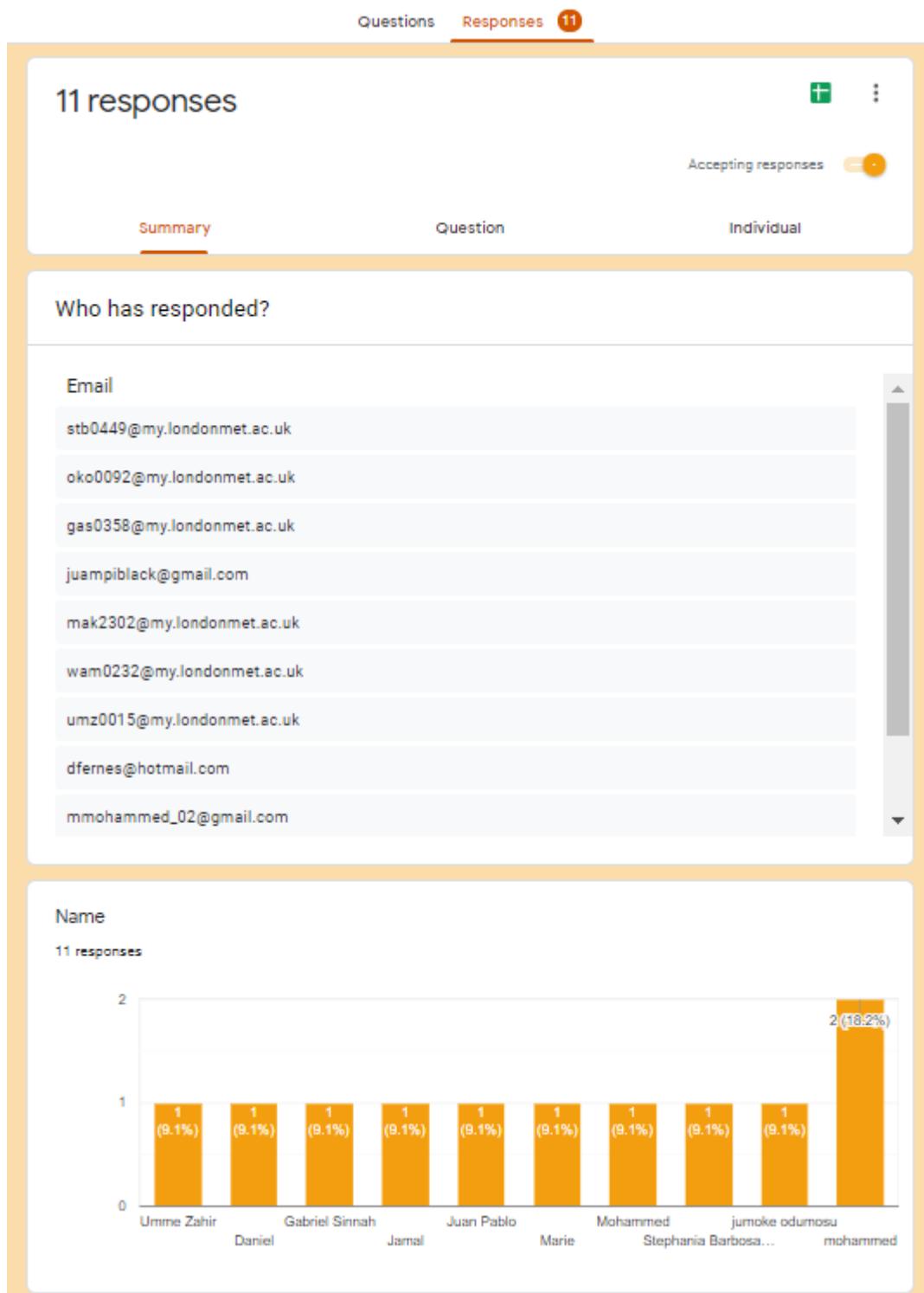


Figure 7: Student google form feedback 1

How useful was the session?

11 responses

Rating	Count	Percentage
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	11	100%

Did it answer all of your questions?

11 responses

Response	Count	Percentage
Yes	11	100%
No	0	0%

What did you like about the session?

11 responses

you were able to explain all the information from the tutorial and lectures which greatly helped me

Lauren is very patient and the explanation was very good

she was extremely helpful and I felt relieved about approaching my coursework

Was very helpful and she took her time to explain everything in details. We solved few problems together and she make sure i understood all the steps which find amazing.

She was very nice, friendly, easy to talk and she is good at explanations

Very helpful provided me with clearer answer to my questions

Good support

very helpful and easy to talk to

you broke down all the information which i did not understand in the course work to help me better

Figure 8: Student google form feedback 2

Suggestions for improvement

5 responses

N/A

Would it be possible to have more sessions?

non

How likely would you recommend a session to a colleague?

11 responses

Rating	Count	Percentage
1	0	(0%)
2	0	(0%)
3	0	(0%)
4	0	(0%)
5	11	(100%)

Figure 9: Student google form feedback 3

Here is the link to the form and what the student would be filling it out, to give any feedback or thoughts on how well I was able to support them.

<https://forms.gle/Sbdy9VSZbDD4XfBm7>

Email Evidence

Here is some of the many communications I had while emailing students regarding 1 to 1 session and giving feedback on coursework.

 **Olivia Harper**
to me ▾

Hi Lauren, yes i would like to arrange a session with you. I'm available on Friday morning at 9am let me know if this works for you.

Many thanks

Olivia

 Virus-free. www.avast.com

 **Lauren Spruce**
Hi Olivia, Thanks for getting back to me, is it possible if you are available any later in the day? Also, what is the specific task you will need help with? Man

 **Olivia Harper**
Hi Lauren, Is 12:00 midday on Friday, okay for you? I need help with having a database connection, i understand I need to download and run SQL developer and con

 **Lauren Spruce**
Hi Olivia, Yes, 12 is fine, we can go through both together then on teams :D See you then! Many thanks, Lauren

 **Olivia Harper**
Thanks so much Lauren Kind regards

Figure 10: Email 1: Communication between me and the student arranging the session

Data structure cw

Inbox x



Jumoke Odumosu <jumokeodumosu@gmail.com>

to me ▾

Hello. Hope you are well

Kevin gave me your email (hope that's ok) because I don't have any idea about the coursework lol I've read through it and I'm not even sure where to begin. I'll appreciate any help you can give me
Thanks

Figure 11: Email 2: Arranging a coursework help session



Jumoke Odumosu

to me ▾

20:17 (2 hours ago)



Hi I don't if I should but I feel a lot better. I have been panicking for the last few days because I have no idea and I have 4 courseworks (I'm sure you know what its like). I don't mind working around your free time. I work on Monday, Thursday and Saturday and I'm free the others days

Thanks



Lauren Spruce <las0703@my.londonmet.ac.uk>

20:30 (1 hour ago)



to Jumoke ▾

Hi,

Yeah, I was the exact same last year, this coursework will probably be the most challenging but don't worry, you have plenty of time to complete it :)

Honestly don't worry, basically all this coursework wants you to do is create 3 different classes, 1 for the main account information, declaring the variables for the account and creating the getters and setters, 1 for the "account manager" this will implement deleting the accounts and adding accounts to the system and the final class will just 'sort' the transaction amounts. Then you just need to create a gui which is pretty simple. And then for the second part you need to create your own linked list which will sort the account transactions, this will basically be made on another project, just a copy of the first project but with your own implementation of a data structure.

We can go through this properly next week, it will probs be on Friday but I will let you know :)

Many thanks,

Lauren

Figure 12: Email 3: Arranging a coursework help session

Java Coursework

Inbox 

 **Adrian Patruta** <adp0231@my.londonmet.ac.uk>

to me ▾

10 Nov 2020, 12:37 (2 days ago)

Hi Lauren,

Just wanted to confirm that I am interested in getting help with the coursework. I will also ask Wiktor for help and will try not to bother people too much.
It's a bit difficult to catch up with these kinds of things, at least for me it seems too much and too fast.

Kind regards,

Adrian Patruta



 **Lauren Spruce** <las0703@my.londonmet.ac.uk>

to Adrian ▾

10 Nov 2020, 12:49 (2 days ago)

Hi Adrian,

Yeah sure that is no problem. After next week's session on inheritance, we can have a 1 to 1 session going through the coursework together, and coding it.
I will let you know when I am free next week, most likely Thursday or Friday.

Kind regards,

Lauren

--
Lauren Spruce

ID Number: 18011848

Subject: Computer Science

Figure 13: Email 4: Arranging a CS4001 1 to 1 session

Re: Help Needed Inbox x

 **Cecilia Oyugi**

Dear Gabriel (Cc Lauren) Thank you. Dont worry and well done for reaching out for help. Lauren, Cc'd here will work with you for the next 3 weeks until you feel

 **Gabriel Sinnah**

That's great, thank you very much. Kind regards, Gabriel Sinnah

 **Cecilia Oyugi**

Most welcome Gabriell!

 **Lauren Spruce**

Hi Gabriel, Would you like to arrange a 1 to 1 on Thursday or Friday, so we can go through the workshops together? Please let me know what works best for you! M

 **Gabriel Sinnah**

Friday would be great anytime from 1pm. thanks Kind regards, Gabriel Sinnah

 **Lauren Spruce**

Hi Gabriel, Yeah Friday @ 1 works for me, I will ring you then on microsoft teams :) Many thanks, Lauren

 **Gabriel Sinnah**

to me ▾

Okay Lauren.

Thanks

Figure 14: Email 5: Setting up 1 to 1 session for Java help



Lauren Spruce

Hi, I don't mind when we do it, I am also free on Thursday if that works for you? And yeah I completely understand, it's good though that you are getting this o



Jumoke Odumosu

How about tomorrow? I have a lecture from 2-5 so anytime after that if that works for you Thanks



Lauren Spruce

Hi, Yeah sure that's fine I'm free after 5 so maybe 5:15pm so you can have a break before ? Many thanks, Lauren



Jumoke Odumosu

Okay thank you



Lauren Spruce

Hey, what's your uni ID number so I can add you to a call on teams? Many thanks, Lauren



Jumoke Odumosu

Oko0092



Lauren Spruce

Okay I made a meeting and added you, just join whenever you are ready



Lauren Spruce

Hi, One last question, would you be able to fill out a feedback form on our session? I need it for my work experience as a success coach so it would be really a



Jumoke Odumosu

to me ▾

No problem I will

Figure 15: Email 6: Email thread for CS5003 Java session

Catch up help Inbox x



Lauren Spruce

Hi Juan, I am a third-year success coach, Cecilia let me know that you missed some of the week 1 workshops for CS4001 and CC4057. I was just wondering if you wo

16 M



Juan Llorente

Hi Lauren I missed more than that, I honestly don't know how to find my assignments but I could see that I missed 2 deadlines. I am free any time today, Anytime

17



Lauren Spruce <las0703@my.londonmet.ac.uk>

to Juan ▾

17:5

Hi,

I can do after 5 on Friday, I will ring you around 5:10 pm so you can have a mini-break before we get started! Is there any workshop task, in particular, you would like to go over for Java or info systems, so I can prepare some materials? Let me know if this works for you.

Many thanks,
Lauren

Figure 16: Email 7: Setting up session for Friday



Figure 17: Email 8: Student reaching out for info system help

CW2 Inbox ...

Marie Kasongo Tue, 8 Dec, 15:55 (6 days ago) ...
Hello Lauren, Thank you for your help. I thought it would be easier to explain myself by sending you this database. So you are saying we have to add more tables

Marie Kasongo Tue, 8 Dec, 16:00 (6 days ago) ...
On Tue, 8 Dec 2020 at 15:55, Marie Kasongo <mak2302@my.londonmet.ac.uk> wrote: Hello Lauren, Thank you for your help. I thought it would be easier to explain my

Marie Kasongo <mak2302@my.londonmet.ac.uk> Tue, 8 Dec, 16:03 (6 days ago) ...
to me ...

5 Attachments Download Attachment

Reply Forward

Figure 18: Email 9: Student sending me files over while communicating on collaborate

Coursework Feedback Inbox x



Mark Schubert <kevinschubert144@gmail.com>

to me ▾

Hi Lauren,

Good afternoon.

I hope I am not disturbing you.

My name is Mark Shenall Schubert and My Student ID: 1901910

I was wondering whether can I get some feedback on the work that I have done so far.

I think I have completed the main requirements of the program.

It would be great if you can check it out and give me some feedback so that I can move on to the next step.

Please consider my request at your earliest convenience.

Thank you.

Kind regards,

Mark

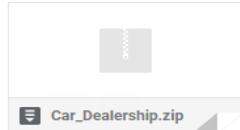


Figure 19: Email 10: Student asking for feedback

Java Coursework



Adrian Patruta

Hi Lauren, Just wanted to confirm that I am interested in getting help with the coursework. I will also ask Wiktor for help and will try not to bother people to

Tue, 10 Nov, 12:37



Lauren Spruce

Hi Adrian, Yeah sure that is no problem. After next week's session on inheritance, we can have a 1 to 1 session going through the coursework together, and codin

Tue, 10 Nov, 12:49



Adrian Patruta

Hi Lauren, I need a little help with my coursework. Inside the attached file there is a comment about the error. Kind regards, Adrian Virus-free. www.avast.com

✉ Mon, 7 Dec, 11:03 (7 days ago)



Lauren Spruce

Hi Adrian, The way you were checking in the accessor method wasn't quite right, I adjusted it so it fits the spec. Any questions let me know :)

✉ Mon, 7 Dec, 11:17 (7 days ago)



Adrian Patruta

Hi Lauren, The idea for checking in the accessor was to force the user to enter a name, though in coursework description is not clear this is the case. Many tha

Mon, 7 Dec, 11:52 (7 days ago)



Adrian Patruta

Hi Lauren, I'm trying to figure out what is wrong. In the super call, there is an error with the customer name or it shouldn't be there? Virus-free. www.avast.c

✉ Mon, 7 Dec, 12:33 (7 days ago)



Lauren Spruce

Hi Adrian, No customer name shouldn't be there

Mon, 7 Dec, 12:51 (7 days ago)



Adrian Patruta

to me ▾

Thank you for the clarification, Lauren.

Mon, 7 Dec, 13:12 (7 days ago)



Figure 20: Email 11: Conversation discussing errors within coursework

Coursework Inbox x X Print Open

 Daniel Fernandes <daf0390@my.londonmet.ac.uk>
to me ▾

Good afternoon Lauren,
I'm writing you this email because I'm currently struggling with this coursework, coding has never been one of my strengths and now using blueJ, a totally different software, is making me even more confused. I've attempted to start the coursework but I'll be honest I know what I have to do but when it comes to writing it down on blueJ I can't seem to get it started.
Is there any way you could help?
Your regards,
Daniel

 Lauren Spruce <las0703@my.londonmet.ac.uk>
to Daniel ▾

Hi Daniel,

Thanks for your email! Currently, at the moment I cannot provide help due to exam and deadline revision, but I know another final success coach, Kevin, who can arrange 1 to 1 sessions to guide you through the work if this is something you are interested in!
His email is:
kmm0109@my.londonmet.ac.uk
Send him an email to arrange a session :)

Kind regards,
Lauren

--
Lauren Spruce
ID Number: 18011848
Subject: Computer Science

 Daniel Fernandes
to me ▾

Thank you, I will do that.

Figure 21: Email 12: Offering student information to contact another success coach while busy

(no subject) Inbox x



Gabriel Sinnah

to me ▾

hi Lauren,

This is what am having a problem with.

A method is required to set the admin fee as changes to that also occur. The method accepts a new admin fee as a parameter and assigns that value to the admin fee attribute.

There should be a method to rent the car. The method accepts, as parameters, the customer's name, the rental date, the return date and the number of days the car is required. If the car is already on loan, an appropriate error message including the return date is output to the customer. Otherwise, the rental date, the return date and the number of days are all updated by the input parameter values, the method to set the customer's name is called with the customer's name as a parameter, the attribute indicating whether the car is on loan is changed to true and the amount paid by the customer is added to the total accumulated.

There should be a method for returning the car to the rental company. If the car is on loan, the method to set the customer's name is called with an empty string as a parameter, the number of days is set to 0, the date of hire and the date of return are each set to empty strings and the loan status is set to false. Otherwise, a suitable error message is output.

There should be a method to print the description of the car together with its total accumulated, suitably annotated. (To access the description, the method to get the description must be called.)

A method to display the details of the car is required. It must have the same signature as the display method in the Car class. It will call the method in Car class to display the description and, if applicable, the customer's name. The method should then display the admin fee and the daily rate. If the car is on loan then the rental date, the return date and the number of days should also be displayed. Each output must be suitably annotated.

Kind regards,

Gabriel Sinnah

Figure 22: Email 13: Student reaching out for help

Availability Inbox x ^ Print Edit

Gabriel Sinnah Wed, 6 Jan, 00:14 ★
Hi Lauren, Hope you are well and had a lovely Christmas. I just wanted to confirm if you are still working full-time as I know we have just gone into another na

Lauren Spruce Wed, 6 Jan, 13:30 ★
Hi Gabriel, Yes, I am still working full time alongside my lectures, as I am a front line worker, however, I can still provide support regarding the Blue J cour

Gabriel Sinnah Fri, 8 Jan, 00:52 ★ ↶ ⋮
to me ▾
Hello Lauren,
Thank you for your reply.
I am still having a problem with the car to rent subclass. I'm stuck in between and also just want you to check whether the codes are correct or not. I know you are busy Lauren and also sorry for disturbing you. I haven't finished writing the codes yet and have gone as far as that.

```
/**  
 * Write a description of class cartorent  
 *  
 * @author (your name)  
 * @version (a version number or a date)  
 */  
public class cartorent extends car  
{  
    // instance variables - replace the example below with your own  
    String rentalDate;
```

Figure 23: Email 14: Student reaching out for help regarding coursework

Re: Help with Coursework Inbox x



 **Cecilia Oyugi**

Thu, 26 Nov 2020, 14:42

Dear Mohamed Good afternoon to you Well done for asking for help. Lauren, Cc'd to this email will work with you on your CC4057 Coursework so that you can submit

 **Wa'Ad Mohamed**

Thu, 26 Nov 2020, 15:05

Thank you so much. Hi Lauren!

 **Lauren Spruce**

Thu, 26 Nov 2020, 16:47

Hi, When are you free to have a session regarding this coursework? I have a session with a student at 1:30 and another at 5:30 tomorrow so just let me know! Man

 **Wa'Ad Mohamed**

Thu, 26 Nov 2020, 16:47

Wa'ad Mohamed // WAM0232 ID Number: 20031834 Course: BSc Mathematics and Computer Science

 **Wa'Ad Mohamed**

Thu, 26 Nov 2020, 17:50

Hi Lauren Thanks so much, really the only time I can't do is 2-5 tomorrow because I have a lecture but if you're free early morning before your 1:30 lesson that

 **Lauren Spruce**

Mon, 30 Nov 2020, 16:58

Hi Wa'Ad, I heard that Kevin is helping you this week? If this is the case, let me know how the session goes with him and I will make a session with you if thin

 **Wa'Ad Mohamed**

Mon, 30 Nov 2020, 18:38

Hi Lauren, Yeah that's right Kevin's helping me on Wednesday. Most probably I'll still be reaching out to you too I'm pretty sure I know nothing about this topic

 **Lauren Spruce**

Mon, 30 Nov 2020, 20:51

Hi Wa'Ad, Yeah, no worries let me know how the Wednesday session goes and we will go from there :) Many thanks, Lauren

Figure 24: Email 15: Arranging 1 to 1 sessions



Lauren Spruce

Hi Gabriel, Would you like to arrange a 1 to 1 on Thursday or Friday, so we can go through the workshops together? Please let me know what works best for you! M



Gabriel Sinnah

Friday would be great anytime from 1pm. thanks Kind regards, Gabriel Sinnah



Lauren Spruce <las0703@my.londonmet.ac.uk>

to Gabriel ▾

Hi Gabriel,

Yeah Friday @ 1 works for me, I will ring you then on microsoft teams :)

Many thanks,

Lauren



Gabriel Sinnah

Okay Lauren. Thanks



Lauren Spruce <las0703@my.londonmet.ac.uk>

to Gabriel ▾

Hi Gabriel,

Here is the feedback form:

https://docs.google.com/forms/d/e/1FAIpQLScI0LgAueGT4nVEWiolarLUlLiggab5nrzzysN4_CgRS_I11UA/viewform?usp=sf_link

It should only take you a minute or so, I would really appreciate any feedback! :)

Thank you so much and see you next week! Any questions don't hesitate to ask!

Kind regards,

Lauren

Figure 25: Email 16: Asking a student to provide feedback

Microsoft Teams Call Evidence

Here I will be providing some of my Microsoft call evidence, I created different teams for students to join when it was their designated slot.

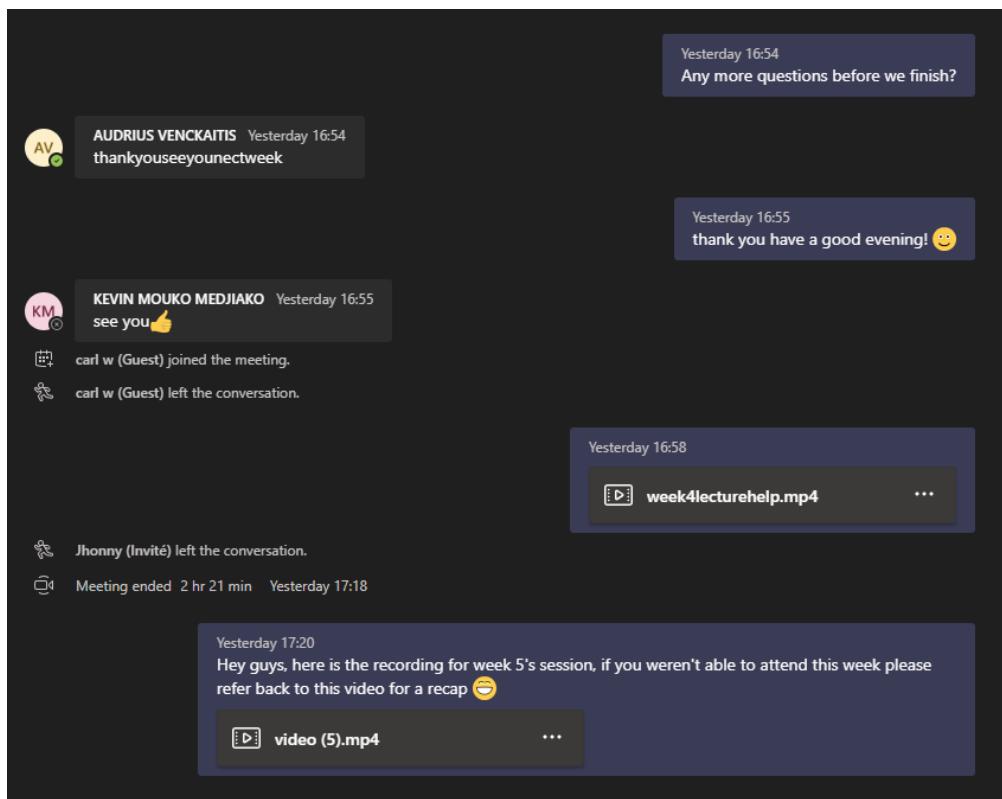


Figure 25: Teams 1: End of a python 1 to 1 session

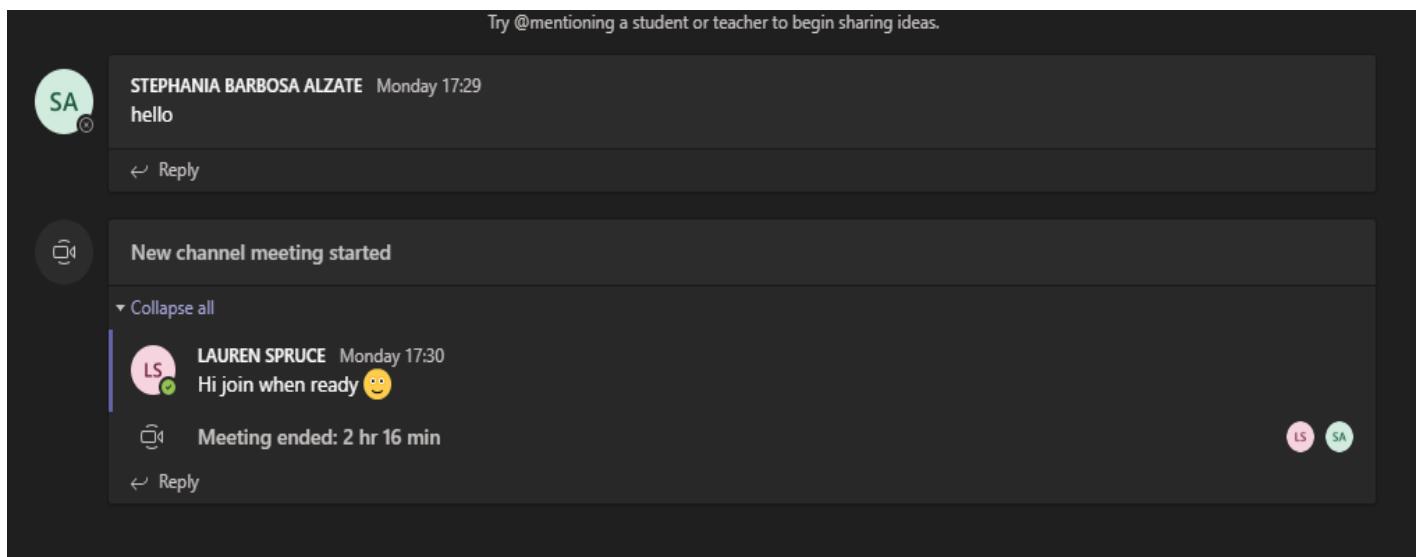


Figure 26: Teams 2: Meeting for a Java 1 to 1 session

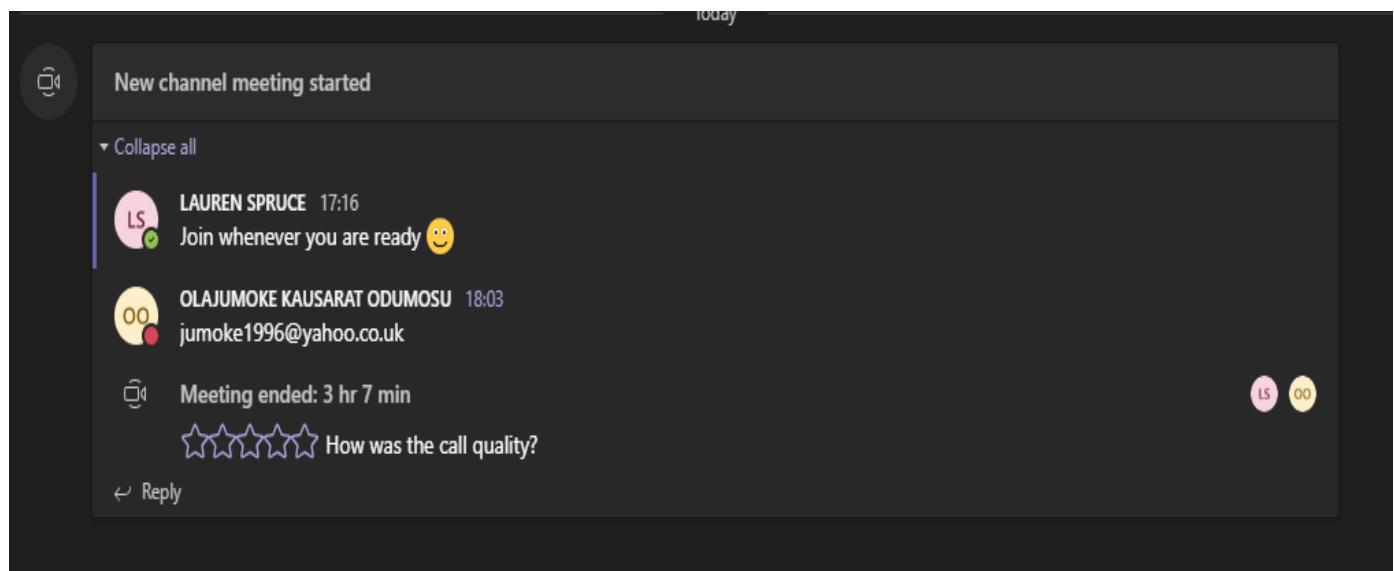


Figure 28: Teams 3: Tuesday CS5003 coursework 1 to 1 session

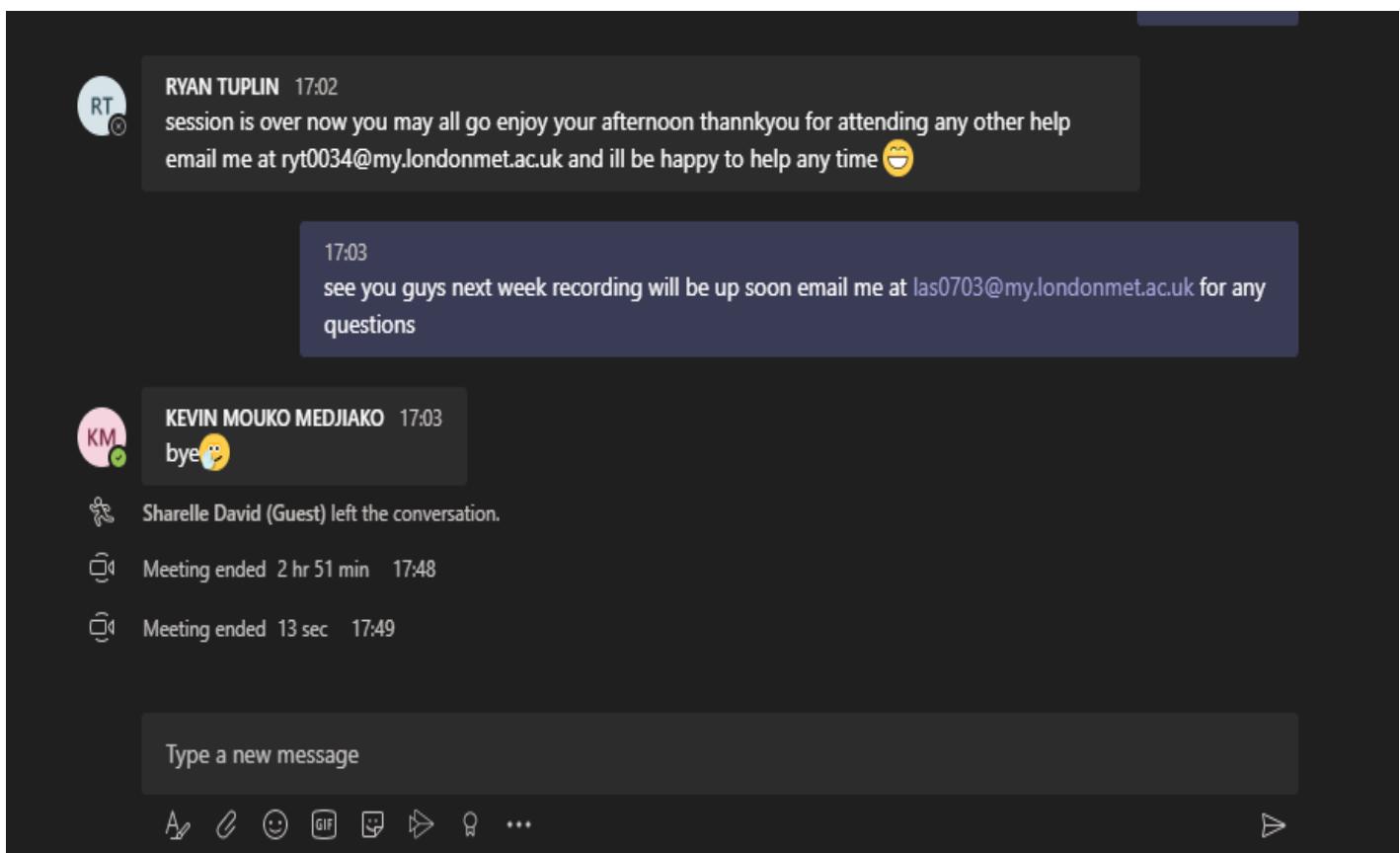


Figure 27: Teams 4: Wednesday python session

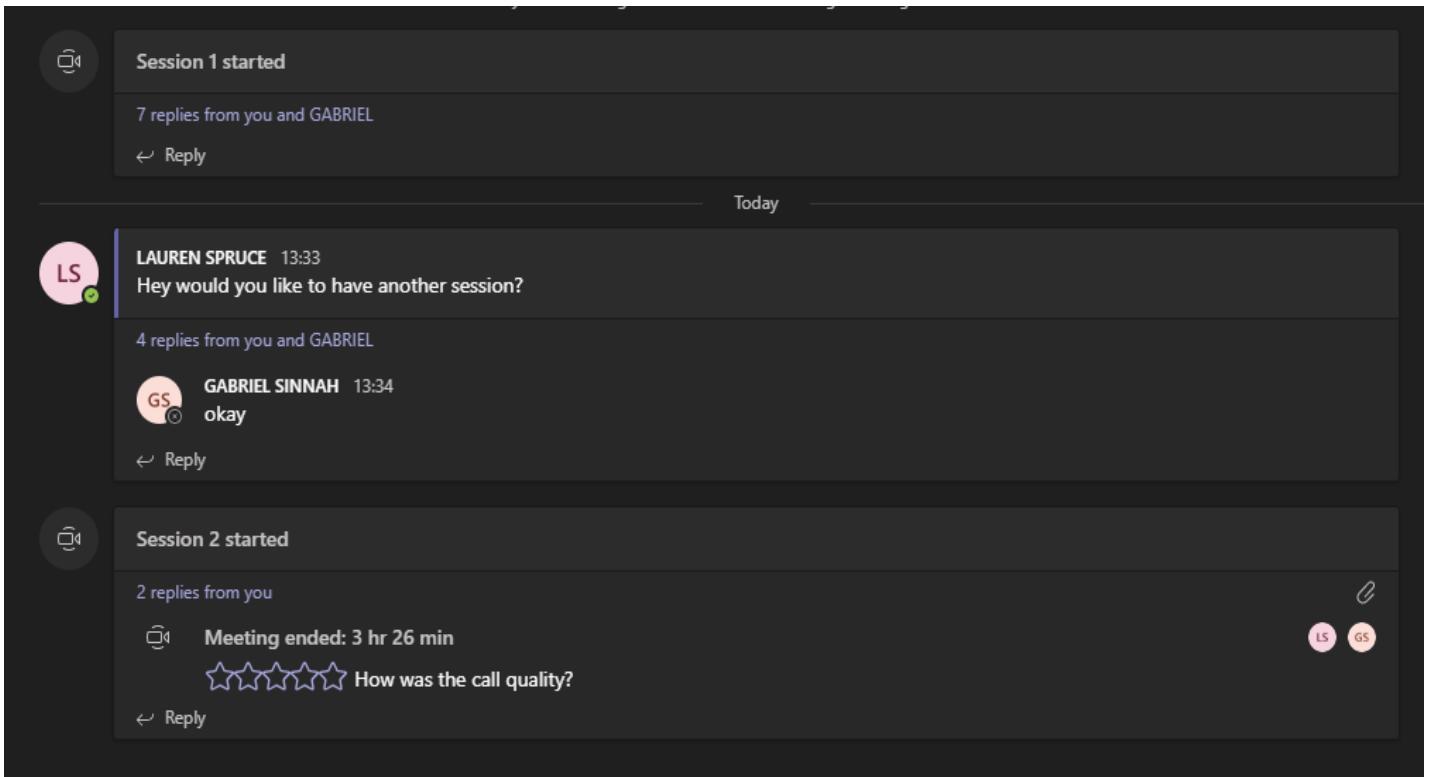


Figure 29: Teams 5: CS4001 1 to 1 session

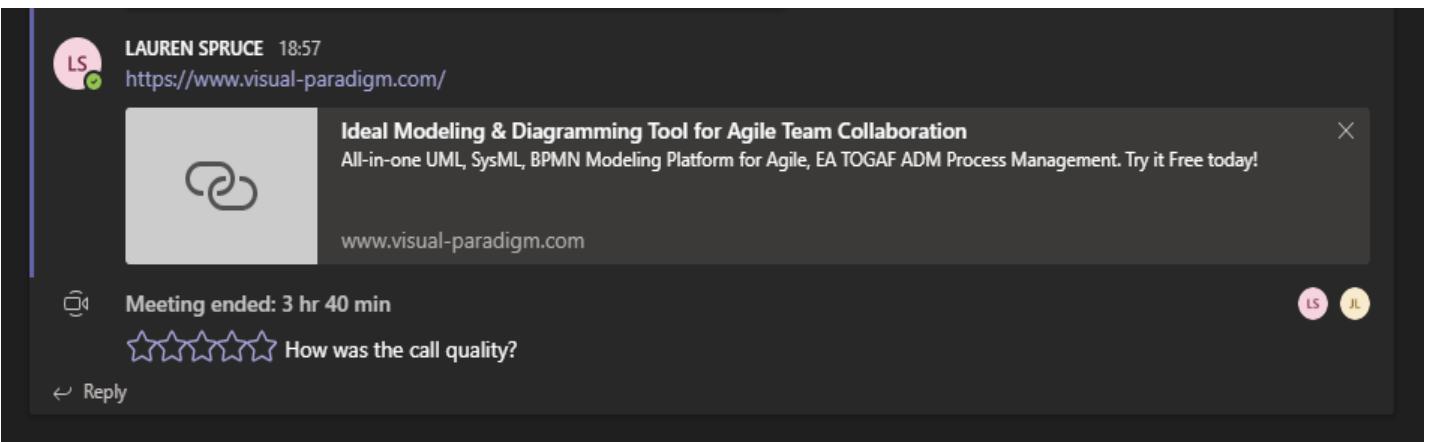


Figure 30: Teams 6: Friday afternoon meeting regarding information systems and Java.

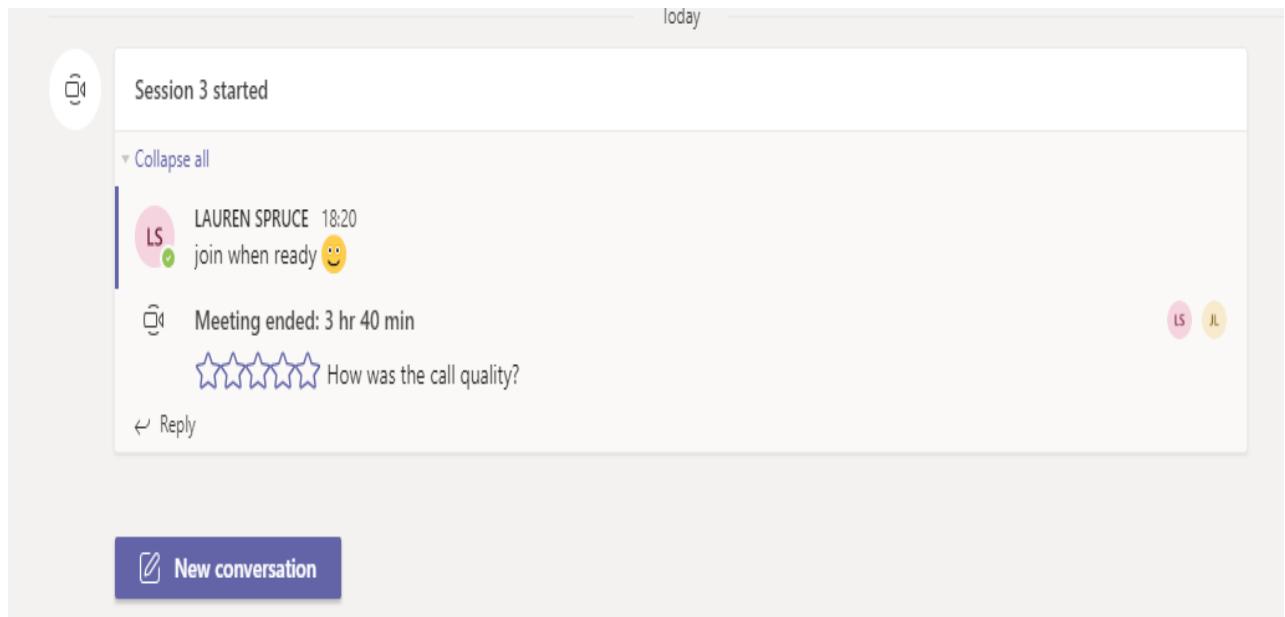


Figure 32: Teams 7: Final 1 to 1 session with student regarding CS4001

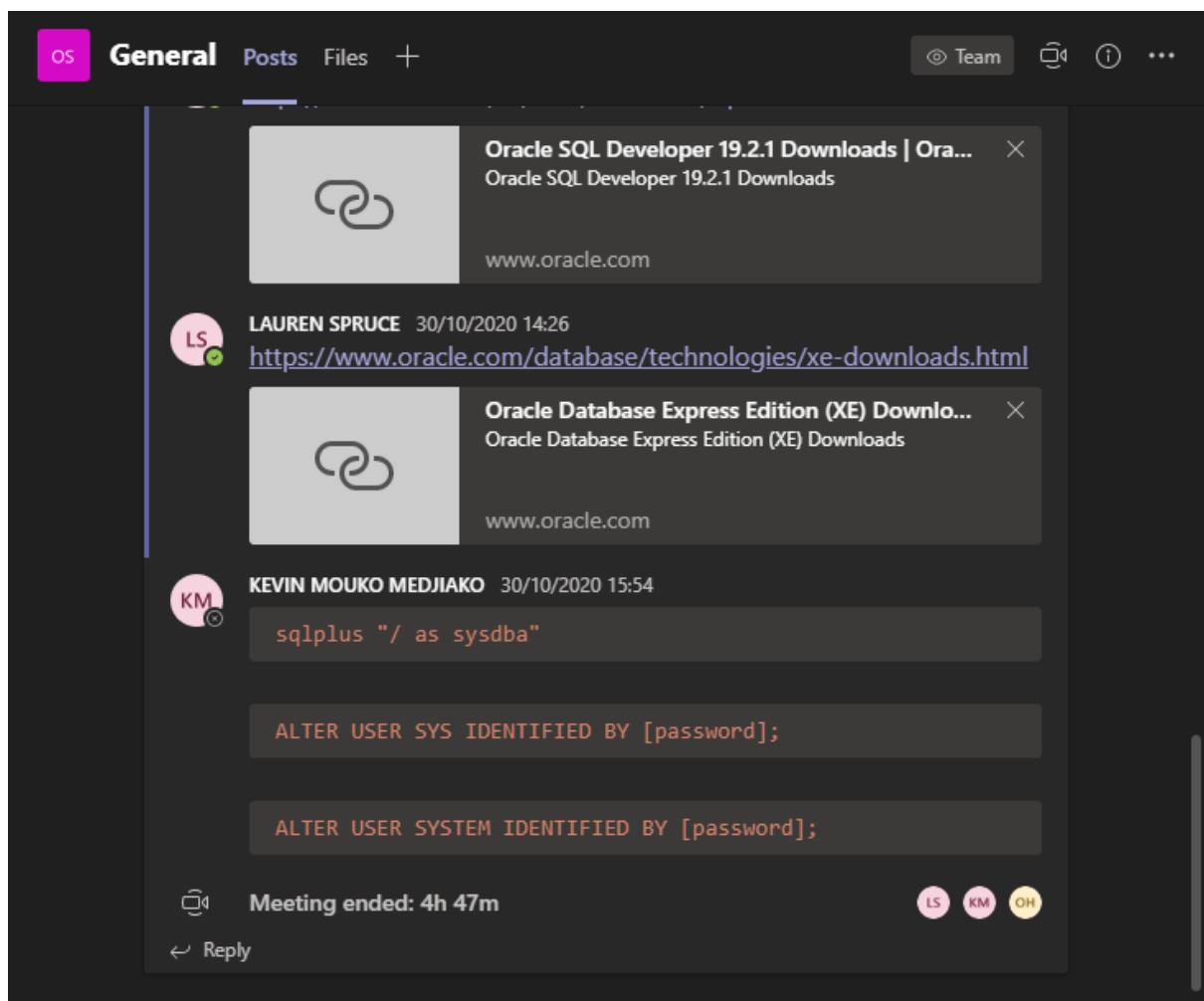


Figure 31: Teams 8: Team Collaboration during an Oracle help session

Work Carried Out

During my success coaching I worked on many different coursework's from many different students. Here is a selection of different tasks I worked on and supported students with, these were one of many different tasks I covered, they show a range of different skills implemented.

Configuring and Setting up Putty to Oracle

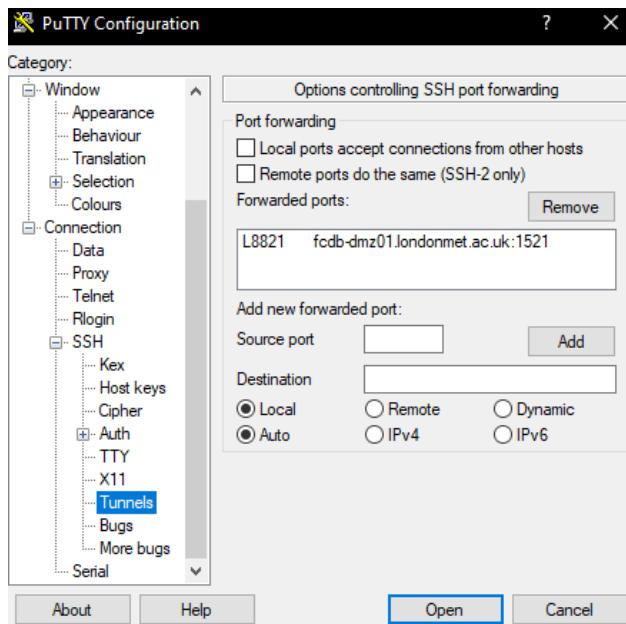


Figure 33: Putty 1: Configuring putty, to connect to the University

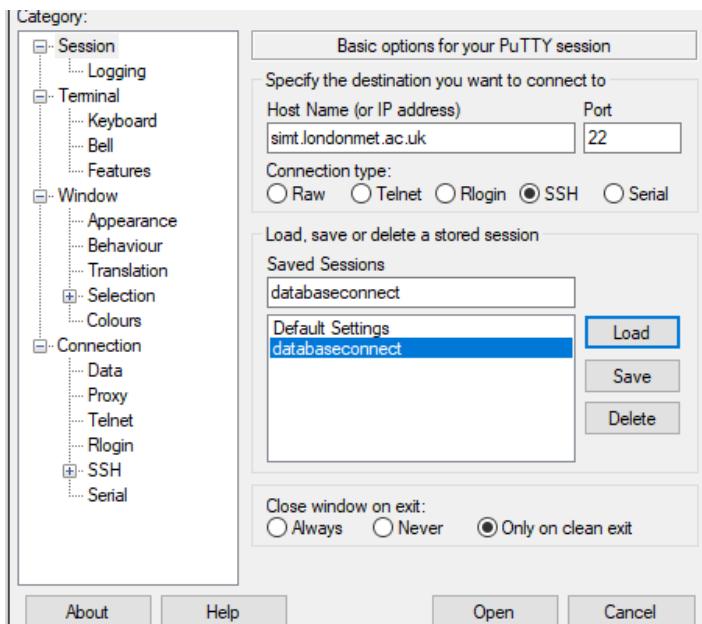
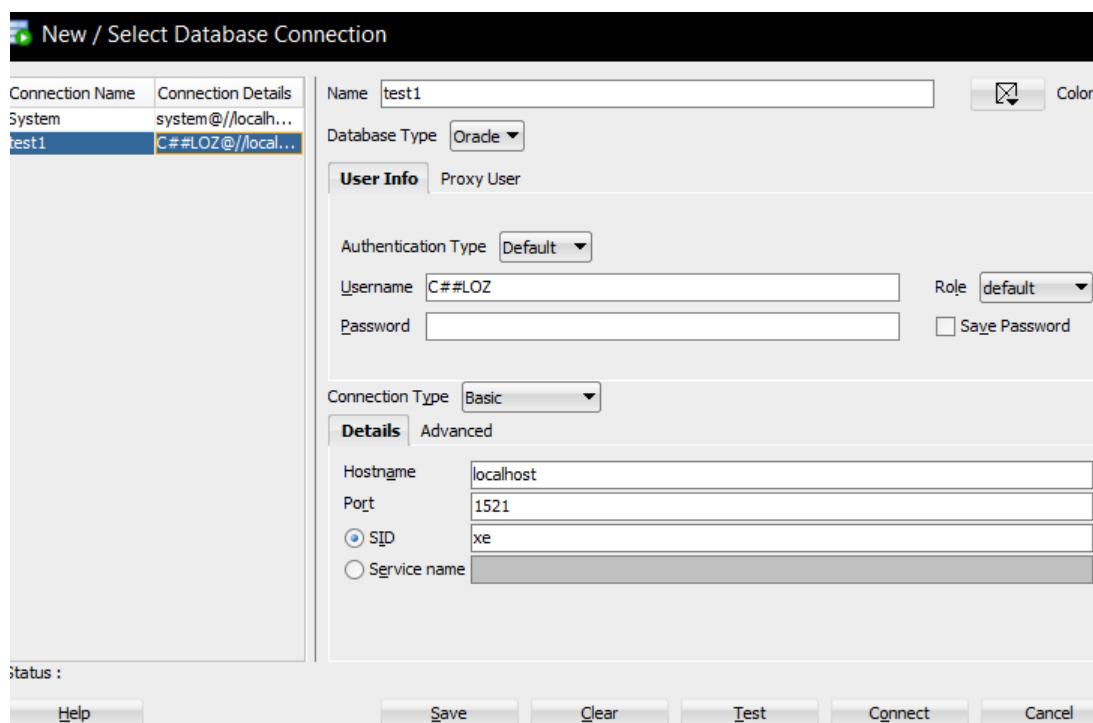


Figure 34: Putty 2: Configuring putty, to connect to the University 2



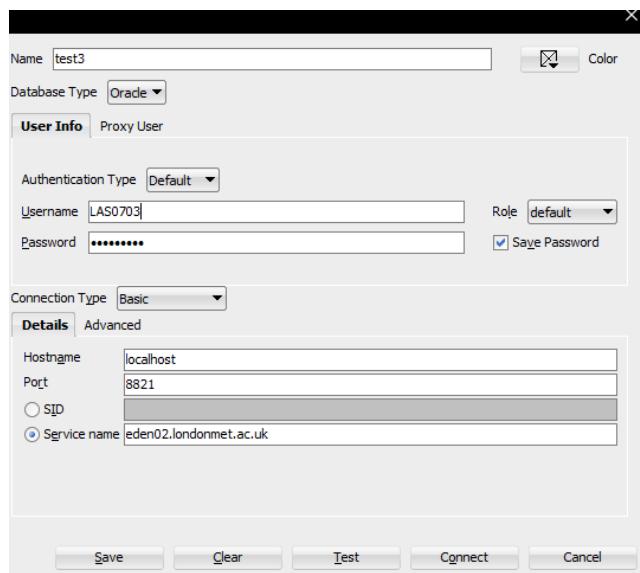


Figure 36: Putty 4: Connecting to the University servers

Java Coursework Car Rental

I decided to complete CS4001's coursework, this involved creating a Java program on BlueJ. I emailed this program to the lecturer who approved of its functionality; therefore, I used this program to help assist me in guiding struggling students while completing 1 to 1 sessions.

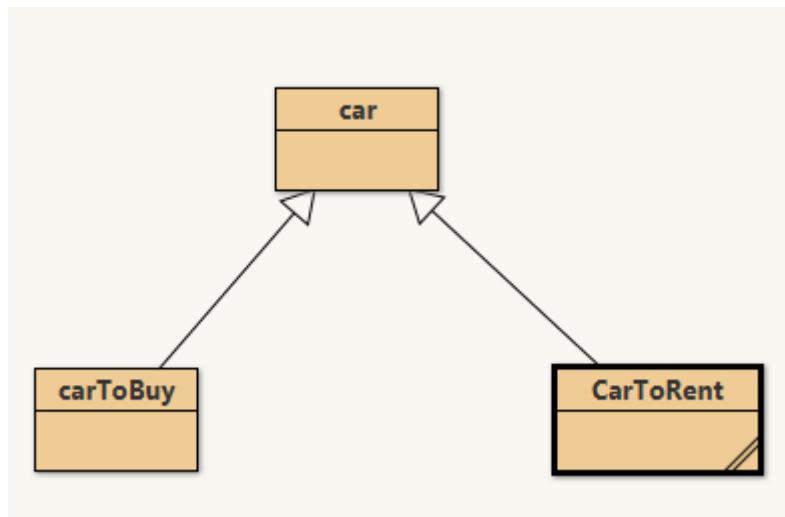


Figure 37: Java 1: Basic class diagram to show the classes relationship.

The screenshot shows a Java code editor window titled "CarToRent - Cars2". The menu bar includes "Class", "Edit", "Tools", and "Options". The toolbar contains "Compile", "Undo", "Cut", "Copy", "Paste", "Find...", and "Close". A dropdown menu "Source Code" is open. The code editor displays the following Java class definition:

```
public class CarToRent extends car
{
    private String rentalDate;
    private String returnDate;
    private int adminFee;
    private int noOfDays;
    private int dailyRate;
    private int totalAccumulated;
    private boolean onLoan;

    public CarToRent(String description, int theAdminFee, int theDailyRate)
    {
        super(description);
        adminFee = theAdminFee;
        dailyRate = theDailyRate;
        rentalDate = ""; //empty string
        returnDate = ""; //empty string
        noOfDays = 0;
        totalAccumulated = 0;
        onLoan = false;
    }

    public int getadminFee(){
        return adminFee;
    }

    public String getRentalDate(){
        return rentalDate;
    }

    public int getdailyRate(){
        return dailyRate;
    }

    public String getReturnDate(){
        return returnDate;
    }
}
```

Figure 38: Java 2: Car to Rent sub class

The screenshot shows a Java code editor window titled "carToBuy - Cars2". The menu bar includes "Class", "Edit", "Tools", and "Options". The tabs at the top are "car", "carToBuy" (which is active), and "CarToRent". The toolbar below the tabs includes "Compile", "Undo", "Cut", "Copy", "Paste", "Find...", "Close", and a dropdown for "Source Code". The code itself is a Java class definition:

```
public class carToBuy extends car
{
    // instance variables - replace the example below with your own
    private int price;
    private int registrationYear;
    private int mileage;
    private boolean sold = false;

    //Constructor method for carToBuy
    public carToBuy(String description, int thePrice, int theRegistrationYear,
    {
        super(description);
        price = thePrice;
        registrationYear = theRegistrationYear;
        mileage = theMileage;
    }

    //accessor method, this returns the price to the user
    public int getPrice(){
        return price;
    }

    //accessor method, this returns the registration to the user
    public int getReg(){
        return registrationYear;
    }

    //accessor method, this returns the mileage to the user
    public int getMileage(){
        return mileage;
    }

    //change the price of the car
    public void changePrice(int newPrice){
        if(sold == false)
        {
            price = newPrice;
            System.out.println("The new Price is £"+ price);
        }else{
    }
```

Figure 39: Java 3: Car to Buy sub class

The screenshot shows a Java IDE window titled "car - Cars2". The menu bar includes "Class", "Edit", "Tools", and "Options". The toolbar contains "Compile", "Undo", "Cut", "Copy", "Paste", "Find...", and "Close" buttons, along with a "Source Code" dropdown menu. The code editor displays the following Java code:

```
public class car
{
    public String customerName;
    public String description;

    /**
     * Constructor for objects of class car
     */
    public car(String theDescription)
    {
        description = theDescription;
        customerName = "";
    }

    public String getDescription()
    {
        return description;
    }

    public String getName()
    {
        return customerName;
    }

    public void setNewName(String newName){
        customerName = newName;
    }

    public void display(){
        if (customerName != "")
        {
            System.out.println ("Car description: " + description);
            System.out.println ("Customer Name: " + customerName);
        }else{
            System.out.println ("Car description: " + description);
        }
    }
}
```

Figure 40: Java 4: Car super class

Access Coursework

I also went back to my original database coursework for information systems and adjusted it to match my feedback. I used this to support and guide students while in workshops and in 1 to 1 sessions.

The screenshot shows the Microsoft Access application interface. On the left, there is a navigation pane titled 'All Access Objects' containing sections for 'Tables', 'Queries', 'Forms', and 'Reports'. The 'Forms' section has a highlighted item 'StudentModuleResults Form'. The main workspace shows a form titled 'StudentModuleResults' with the following fields and values:

ResultID	000001
ModuleID	M1230
CourseID	G23
Pass	<input checked="" type="checkbox"/>
Grade	A
StudentID	00000001

Figure 41: Access 1: Database form

All Access Objects

	Course	Course Form	Student Form	StudentModuleResults Form	ModuleLeadersOnCampus
ModuleLeader	Module Description	CampusID			
DR MICHAEL FISHER	Computer Hardware and Software Architectures	NLN			
PROF JANE SMITH	Computing	NLN			
PROF TIM CARTER	Logic and Algorithms	NLN			
DR LISA MITCHEL	Programming	NLN			
MR AIDAN CHAPMAN	Practical Journalism	ELN			
PROF ELIN RICHMON	Reporting Skills	ELN			
MS SAFIA BARBER	Journalism: History and Ideas	ELN			
DR JOHN SMITH	Representation and Identity	CLN			
DR ESTHER SCHNEIDE	Design Process	WLN			
PROF JASMIN CASH	Graphic Communication	WLN			
PROF ERIK HASSAN	Electronics and Mathematics	NLN			
MRS LEAH COUSINS	Newsroom Production	ELN			
MR THEO DONOVAN	Materials with Manufacturing	WLN			
DR NEL IRWIN	Television Genres	SLN			
MR YUSEF ATKINS	World Literature	CLN			
*					

Tables

- Campus
- Course
- CurrentModules
- ModuleLeader
- Modules
- Student
- StudentContactDetails
- StudentModuleResults

Queries

- CoursesStudentsAreStudying
- ModuleLeadersOnCampus**
- ResultsForStudentsStudyingCourseG23
- StudentsFullContactinfo
- EmailUpdateQuery

Forms

- Course Form
- Student Form
- StudentModuleResults Form

Reports

- CoursesStudentsAreStudying
- ResultsForStudentsStudyingCourseG23
- Students Full Contact info Report

Figure 43: Access 2: One of the Queries

All Access Objects

	Course	Course Form	Student Form	StudentModuleResults Form	ModuleLeadersOnCampus	CoursesStudentsAreStudying
ResultID	ModuleID	CourseID	Pass	Grade	StudentID	Click to Add
000001	M1230	G23	<input checked="" type="checkbox"/>	A	00000001	
000002	T7892	G23	<input checked="" type="checkbox"/>	B	00000001	
000003	T7891	G23	<input checked="" type="checkbox"/>	D	00000001	
000004	H5739	G23	<input checked="" type="checkbox"/>	B	00000001	
000005	P1010	C60	<input checked="" type="checkbox"/>	C	00000002	
000006	P1500	C60	<input checked="" type="checkbox"/>	E	00000002	
000007	T5690	C60	<input checked="" type="checkbox"/>	B	00000002	
000008	P4564	C60	<input type="checkbox"/>	F	00000002	
000009	M1230	G23	<input checked="" type="checkbox"/>	C	00000003	
000010	T7892	G23	<input checked="" type="checkbox"/>	C	00000003	
000011	T7891	G23	<input type="checkbox"/>	F	00000003	
000012	H5739	G23	<input checked="" type="checkbox"/>	A	00000003	
000013	C0529	B12	<input checked="" type="checkbox"/>	A	00000004	
000014	C0569	B12	<input checked="" type="checkbox"/>	B	00000004	
000015	C4509	B12	<input checked="" type="checkbox"/>	C	00000004	
000016	C8927	B12	<input checked="" type="checkbox"/>	B	00000004	
000017	G8932	G89	<input checked="" type="checkbox"/>	B	00000005	
000018	H5630	G89	<input checked="" type="checkbox"/>	E	00000005	
000019	H5739	G89	<input type="checkbox"/>	F	00000005	
000020	T3810	G89	<input checked="" type="checkbox"/>	C	00000005	
000023			<input type="checkbox"/>			
*	(New)		<input type="checkbox"/>		00000000	

Tables

- Campus
- Course
- CurrentModules
- ModuleLeader
- Modules
- Student
- StudentContactDetails
- StudentModuleResults**

Queries

- CoursesStudentsAreStudying
- ModuleLeadersOnCampus
- ResultsForStudentsStudyingCourseG23
- StudentsFullContactinfo
- EmailUpdateQuery

Forms

- Course Form
- Student Form
- StudentModuleResults Form

Reports

- CoursesStudentsAreStudying
- ResultsForStudentsStudyingCourseG23
- Students Full Contact info Report

Figure 42: Access 3: One of the table's in the database

Data Structures Coursework 1

I was helping a particular second year student which needed help regarding the data structures coursework. Due to this, I loaded up my own version and adjusted any mistakes I had made for my upload. Even the coursework was not the same, I showed the student the GUI, what was expected of them to create, so therefore they had a clearer idea of how to start developing their program.

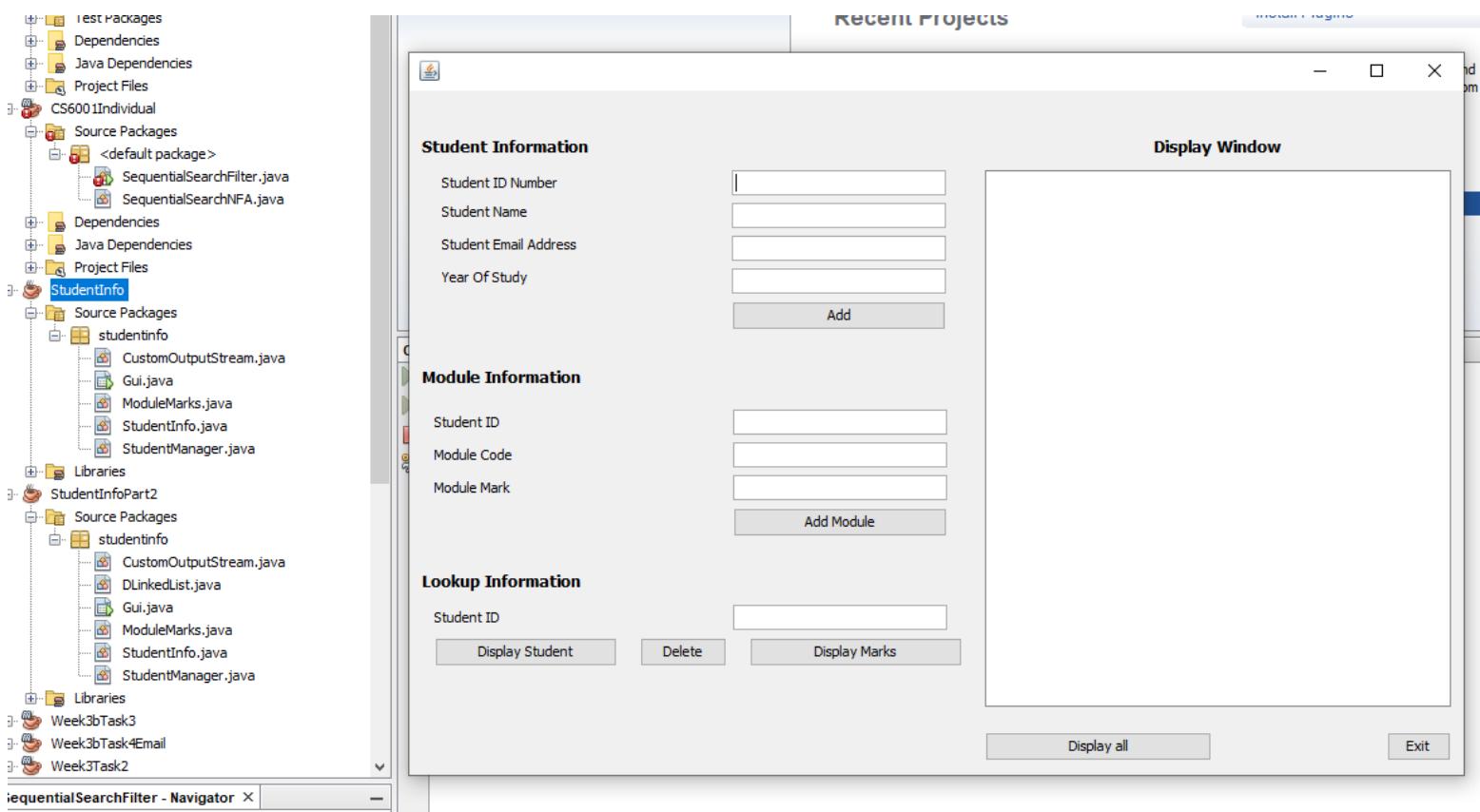


Figure 44: Data Structures 1: GUI for Student Info