**University of Lincoln Assessment Framework**

**Assessment Briefing Template 2022-2023**

**NOTE: All Assessment Briefings should be made available prior to the commencement of the module, clearly signposted on the module Blackboard site as well as included in any module handbook or briefing document.**

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| **Module Code & Title: CMP2806M Scalable Database Systems** |
| **Contribution to Final Module Mark: 100%** |
| **Description of Assessment Task and Purpose:**  **Background**  You are approached by the **New Century University, NCU**, to design a database to manage the data for its newly created **Vehicle Management Centre, VMC**.  A brief description of how they intend to operate the VMC is as follows:  Faculty members may use the vehicles owned by the NCU for officially sanctioned travel. For example, the vehicles may be used by faculty members to travel to off-campus learning centres, to travel to locations, at which research papers are presented, to transport students to officially sanctioned locations, and to travel for public service purposes. The vehicles used for such purposes are managed by VMC.    Using reservation forms, each department can reserve vehicles for its faculty, who are responsible for filling out the appropriate trip completion form at the end of a trip. A vehicle must be booked before it can be used. The reservation form includes the expected departure date, vehicle type required, destination and name of the authorised faculty member. When the faculty member arrives to pick up the vehicle, (s)he must sign a checkout form to log out the vehicle and pick up a trip completion form. (The VMC employee who releases the vehicle for use also signs the checkout form). The vehicle’s identification, the odometer readings at the start and end of the trip, maintenance complaints (if any), liters of fuel purchased (if any), and the NCU credit card number used to pay for the fuel. If fuel is purchased, the credit card receipt must be stapled to the trip completion form. Upon receipt of the faculty trip completion form, the faculty member’s department is billed at a mileage rate based on the vehicle type used.  All vehicles at NCU must have annual maintenance by VMC, during which a number things need to be done (e.g., safety checking). Each time a vehicle requires maintenance, a maintenance log entry is completed on a pre-numbered maintenance log form. The maintenance log form includes the vehicle identification, a brief description of the type of maintenance required, the initial log entry date, the date on which the vehicle back into service. (Only mechanics who have an inspection authorisation may release the vehicle back into service).  As soon as the log form has been initialised, the log form’s number is transferred to a maintenance detail form; the log form’s number is also forwarded to the parts department manager, who fills out a parts usage form on which the maintenance log number is recorded. The maintenance detail form contains separate lines for each maintenance item performed, for the parts used, and for identification of the mechanic who performed the maintenance item. When all maintenance items have been completed, the maintenance detail form is stapled to the maintenance log form, the maintenance log form’s completion date is filled out, and the mechanic who releases the vehicle back into service signs the form. The stapled forms are then filled, to be used later as the source for various maintenance reports.  VMC maintains a parts inventory, including oil, oil filters, air filters and belts of various types. The parts inventory is checked daily to monitor parts usage and to reorder parts that reach the ‘minimum quantity on hand’ level. To track parts usage, the parts manager requires each mechanic to sign out the parts that are used to perform each vehicle’s maintenance; the parts manager records the maintenance log number under which the part is used.  Each month, VMC issues a set of reports. The reports include the mileage driven by vehicle, by department, and by faculty members with a department. In addition, various revenue reports are generated by vehicle and department. A detailed parts usage report is also filed each month. Finally, a vehicle maintenance summary is created each month.  **1. Typical transactions**  NCU has provided some examples of typical queries that the database system must support:  ● Display all available vehicles on a given date.  ● Display how many vehicles each department has used so far.  ● Display the total mileage driven by a department this year.  ● Show details of a particular bill.  ● Display those who booked vehicles but not actually used them.  **2. Student activities**  Current practice for vehicle management at NCU is very inefficient (e.g., too many forms to be filled manually, there is no effective way for tracking and reporting for decision making). You are expected to read above scenario thoroughly to understand the business, to work out all requirements, and to carefully design a relational database for NCU to manage its vehicle operations. You can make relevant assumptions, but ONLY when there is no information provided in the given scenario. The following is a list of activities you are expected to do:  a) You are required to design the database using Entity Relationship Modelling technique. A **VERY CLEAR ERD** (exported from MySQL workbench as a PNG file) needs to be included in the assignment report. Detailed explanation of the ERD is expected – immediately following the ERD diagram, you need to justify your choices of entities, relationships, etc. The database should be normalised, to at least 2NF.  b) You are expected to implement your design into fully working relational database, that can meet all business requirements. Create Tables, views, stored procedures, triggers, etc when necessary.  c) Once the database is created, you need to populate some arbitrary data into the tables to test the business transactions.  d) Practically test your database through the use of appropriately designed SQL statements for the provided transactions (refer to section 1); you need to clearly explain the idea of each of your solutions in the report. |
| **Learning Outcomes Assessed:**  LO1 Through development of key concepts of database theory, use appropriate tools and techniques to design a database.  LO2 Use cognition to appraise the structure of a database design using standard evaluation mechanisms.  LO3 Implement and use a relational database using industry standard query language.  This assessment addresses the Learning Outcomes (LOs) above. |
| **Assessment Submission Instructions:**  A final REPORT that documents all of your assignment work MUST be submitted through ‘Turnitin’ on Blackboard in .pdf format. Your report should consist of at least the items (a, b, c, and d) in section 2.  Screenshots of tables, diagrams, codes, etc are acceptable, but they MUST be very clear to read and mark. |
| **Date for Return of Feedback:** 15 days after deadline for submission. |
| **Format for Assessment:** Report to be submitted. |
| **Feedback Format:** Written feedback via Blackboard. |
| **Additional Information for Completion of Assessment:**  Here are a sample of resources to help with completing this coursework:  <https://www.westernoffice.com/files/how-to-optimize-the-smart-office_90341.pdf>  University of Lincoln Referencing Guide:  <https://guides.library.lincoln.ac.uk/harvard> |
| **Assessment Support Information:** In class support session to be organised nearer the time. |
| **Important Information on Dishonesty & Plagiarism:**  University of Lincoln Regulations define plagiarism as 'the passing off of another person's thoughts, ideas, writings or images as one's own...Examples of plagiarism include the unacknowledged use of another person's material whether in original or summary form. Plagiarism also includes the copying of another student's work'.  Plagiarism is a serious offence and is treated by the University as a form of academic dishonesty. Students are directed to the University Regulations for details of the procedures and penalties involved.  For further information, see [www.plagiarism.org](http://www.plagiarism.org) |

**University of Lincoln Assessment Framework**

**Assessment Briefing Template 2019-2020**

**Guidance Notes**

**Overview**

The assessment briefing template is designed to ensure that all students are given information, advice and support to successfully complete their module assessments and to reach their full academic potential. Consistency and clarity of communication are the guiding principles for completion of assessment briefings, and it is for these purposes that this template has been devised. There are naturally differences in wording and expression in different subject disciplines, as well as different standards and competencies as defined by Professional Statutory and Regulatory Bodies (PSRBs). Therefore, identical documents are not expected. However the good practice guidance provided is seen as a **minimum** for assessments across the institution.

Assessment briefings should be made available to all students and staff involved in the assessment cycle as well as the relevant external examiners. Briefings, where possible should be made face-to-face with a student cohort and as a minimum included in the Module Briefing/Handbook. In addition to information on written briefings, appropriate support should be made available for students completing assessments to clarify and explain. An important facet of successful assessment is the promotion of assessment literacy amongst the student body. All efforts should be made to ensure that students are aware of the nature and purpose of assessments in a timely fashion and have chance to complete them in the formative mode.

Good educational practice also requires those conducting assessment to ensure that their assessment briefings are as clear as possible to the student body. Partnership working with students to review briefings and ensure they are fit for purpose is to be encouraged

These guidance notes are to be read alongside the policy and practice documents that comprise the University of Lincoln Assessment Framework. It is expected that all staff with oversight and involvement in assessment will have read these documents.

**Completion of Assessment Briefing Template**

**Module Code & Title**: Give Module Code and Title as per current Programme Specification.

**Contribution to Final Module Mark**: Specify the contribution made by the mark of this assessment to the final module mark as a percentage.

**Description of Assessment Task and Purpose:** Information provided here should represent a clear and concise answer to the students’ common question – “What do we have to do and why this type of assessment?” Examples may include:

*“You are required to submit an essay, in no more than 2,000 words, that discusses the potential benefits of using stem cells in medical treatments. The purpose of this assessment is to judge your knowledge of the subject area, an ability to find and evaluate accurate and reliable information/evidence and present it in a clear, concise and scientific manner.”*

*You are required to prepare and deliver an oral presentation on the social and political contexts of the English Civil War (1642-1651). The presentation should be of 10 minutes duration and you should be prepared for a 5 minute period to answer questions from the audience. The purpose of this assessment is to judge your knowledge of the subject area and your ability to communicate your understanding to an audience of your peers.*

**Learning Outcomes Assessed:** Specify the Module Learning Outcomes assessed as per the current Programme and Module specifications. This section may also be used to explain the linkage of learning outcomes to any PSRB standard or competency.

**Knowledge & Skills Assessed:** Here it is important to inform students of the contribution of this assessment to the development and acquisition of knowledge, skills and behaviours that are key outcomes of the module and programme. Refer to the following when providing this information.

*Subject Specific Knowledge, Skills and Understanding: e.g. Literature searching, Referencing, Numeracy, Health and Safety, Project Planning, Techniques and Skills Subject-specific knowledge.*

*Professional Graduate Skills: e.g. independence and personal responsibility, adaptability, verbal communication, written communication, creativity, critical thinking, IT skills, self-reflection and life-long learning, problem solving, group or team skills, effective time management, working under pressure to meet deadlines, negotiation skills, leadership.*

*Emotional Intelligence: e.g. self-awareness, self-management, awareness of others, managing and supporting others, motivation, resilience, self-confidence.*

*Career-focused Skills: An understanding of the range of graduate careers, skills and attributes required by employers, a range of strategies to present skills and attributes to employers.*

**Assessment Submission Instructions:** Here the purpose is to describe as clearly as possible, the date for submission of the assessment as well as how students will submit their work. For example: *“you are required to submit your assessment before 3pm on Thursday 11th July 2019 using the online assessment submission facility on the Module Blackboard site. Pay careful attentions to instructions provided at the time of submission” or “your presentation will take place on Monday 8th July in the xxx, you should submit your PowerPoint slides to xxx at least one week in advance to ensure that presentations run smoothly on the day.”*

**Date for Return of Feedback:** Insert a date on or before the 15-day deadline for feedback return

**Format for Assessment:** Here in this section you are able to clearly specify the format expected for the submitted work, such as file type, media type, fonts, spacing, margins, layouts and referencing conventions accepted. If there are exemplars of the assessment available, this is the place to provide a link to clarify the formatting instructions.

**Marking Criteria for Assessment:** This is one of the most important components of an effective assessment briefing. Students should be provided ideally with a set of generic marking criteria employed by the School or Subject Discipline as well as a criterion reference grid that shows the criteria utilised in awarding the different categories of pass marks for the assessment in question (which may relate to either award classifications or percentage ranges).

**Feedback Format:** It is important that our students are aware of the format of the feedback they will receive on their assessments. In this section you should lay out the nature of the feedback e.g. verbally in teaching session (give date), one-to-one with tutor, attached feedback sheet, video or audio. Good practice suggests that face to face feedback is the gold standard.

**Additional Information for Completion of Assessment:** Here is the place for any further guidance for students to prepare them for the completion of the assessment task. This may include links to learning resources either in print or online. Common resources may relate to subjects such as Essay Writing, Reading and Language Skills and Referencing techniques.