
ADAM SMITH COLLEGE
INSPIRING LEARNING

Course Handbook

**HNC/HND Year 1
Computing: Software
Development**

Contents

Welcome to Adam Smith College	3
Information about your course	3
Your Curriculum Head	4
Your attendance at college and part-time employment	4
Your learning	5
Credit for previous learning.....	6
The aims of your course	6
The structure of your course	7
The content of your course	8
Preparing to study at Higher National Level	12
Succeeding in college	13
Assessment of your work.....	16
Re-assessment of your work	17
Submission of your coursework	18
Cheating and plagiarism	18
Support for your learning	19
Your feedback.....	19
Your representation.....	20
Your comments, complaints or compliments	21
Other Information.....	21
Code of conduct	22
Progression	24
My notes	25

Welcome to Adam Smith College

This is the Course Handbook for the HNC/HND Year 1 Computing: Software Development. On behalf of the Course Team I would like to warmly welcome you to Adam Smith College. We feel sure that you will enjoy your time spent here.

To help you make the most of your time at College and to familiarise you with your course we have produced this course handbook. In here you will find information about the structure of your course, the teaching and learning styles used and the ways in which your work will be assessed and graded.

There is a considerable amount of information contained in this handbook, some of which will be of greater relevance to you as you work through the course than it is at the start of your studies in the College. However, we recommend that you read this Course Handbook through carefully **now**, then keep it safely - you will need to use it through your course.

We hope you will find the handbook a useful guide to your course and wish you every success in your studies.

Marion Gerrie

Curriculum Head: HNC/HND Year 1 Computing: Software Development

Information about your course

Your course is:	HNC/HND Year 1 Computing: Software Development
Your Curriculum Head is:	Marion Gerrie
His/Her office is:	Mezzanine , Nairn Campus
His/Her telephone number is:	01592 223724
His/Her email address is:	mariongerrie@adamsmith.ac.uk
Scheduled guidance time:	PDP Class

Your Curriculum Head

Each course in the Adam Smith College is assigned a Curriculum Head, whose role is to provide you with advice and support through your course of study. This falls roughly into two categories – guidance related to your studies and pastoral care to help you deal with any difficulties you might encounter of, for example, a personal, financial or health-related nature.

At the beginning of your course you will agree your learning targets with your Curriculum Head. These will be recorded on your Learner Agreement which both of you will sign. Throughout your course, your Curriculum Head will monitor your progress and meet with you regularly during the year to discuss how you are getting on.

Your Curriculum Head will also be available at a set time each week when you can meet if there's something you need to discuss. However, if something comes up which has to be dealt with urgently, you can ask to speak to your Curriculum Head at any time. He/she might not be able to meet you immediately – Curriculum Heads have classes to teach and other students to look after – but he/she will offer you an appointment as soon as possible or refer you to another appropriate member of staff.

Your Curriculum Head may not always be able to personally provide you with the sort of help or support you need, in which case he/she might recommend that you are referred to a member of the College's Guidance or Learning Support staff.

So, if at any time throughout your course, you experience difficulties which are affecting your progress as a student, your Curriculum Head should be your first contact. Please remember that unresolved problems rarely just go away. On the contrary, they tend to get worse the longer they're not dealt with. So, speak to your Curriculum Head sooner rather than later.

Your attendance at college and part-time employment

Your success as a student depends on full and regular attendance at **all** classes. You should inform your Curriculum Head as soon as possible if you have problems with attendance. Our records show that

students who do not attend all their classes have a very high risk of failure.¹

We recognise that you may need to undertake part-time work, but we strongly advise you not to take employment of more than 15 hours a week if you are a full time student. Should you need to take employment of more than 15 hours per week we recommend you register as a part time student. A full time student is expected to follow their timetable and negotiate work times around it.

Your learning

Your College course will provide you with constant opportunities to learn new skills and acquire knowledge in your chosen subject areas. In order to make the most of all the opportunities available, you need to organise and plan your learning and also to manage your time effectively.

You must attend **all** your timetabled classes. You also need to study in your own time and you should plan to spend several hours a week to fulfil your commitment as a full-time student. You need to allocate time for this in your diary.

Prepare for lectures and tutorials by doing any reading or exercises in advance. Always make some notes – there is usually a handout provided. Review these after the class and ask your lecturer if there is anything you do not understand.

Note assignment deadlines and exam dates in your diary and remember to begin assignments early. You will enjoy researching and planning your work if you allow yourself plenty of time. Make sure you understand what you need to do and plan how you are going to tackle it. Seek advice from your lecturer or Curriculum Head if there is anything that needs clarification.

For full details of regulations about attendance, see the College Attendance Policy and Procedure.

In summary:

- ❖ plan your learning strategy
- ❖ allocate enough time
- ❖ attend **all** of your classes
- ❖ start assignments well in advance

¹ For full details of regulations about attendance, see the College Attendance Policy and Procedure.

- ❖ seek advice and help
- ❖ use the learning resources offered
- ❖ enjoy the learning experience!

Credit for previous learning

Some students have previous experience or qualifications for which they may receive credit on their present course of study. If you have any qualification that may exempt you from part of your course, for example from school or another college, you may apply for Accreditation of Prior Learning (APL). Similarly, if you have undertaken work, paid or voluntary, that has resulted in learning skills or knowledge that is equivalent to units you will be studying here, you may apply for Accreditation of Prior Experiential Learning (APEL). Together these are known as AP(E)L and it means you do not have to duplicate study you have done previously. It does not necessarily have to be in your chosen subject, but it must be at the same level as your course of studies here.²

If you wish to claim for APL/AP(E)L please speak to your Curriculum Head.

The aims of your course

The aims of your course are:

- ❖ to develop your knowledge of the facts, theories, concepts, applications, development and importance of supporting the use of computer hardware and software and developing new software;
- ❖ to enhance your practical skills in software development and the use of IT;
- ❖ to provide a sound basis for those of you who may decide go on to a more advanced course of study;
- ❖ to give you experience of the equipment, materials, processes and practices currently used in the computing industry;
- ❖ to encourage your development of effective learning strategies.

² For full details of the scheme for crediting previous learning, see the College Credit Transfer and APL/APEL Procedure.

The structure of your course

The course consists of 12 units, with a total value of 15 credits. The course will have 3 or 4 days of formal classes each week along with individual study and coursework. As this is a full time course you should plan to spend a minimum of 35 hours each week on your course, approximately 15 of these will be in class.

HND Computing: Software Development

In order to progress to and gain HND you must pass **30** credits, including **all** of the Core Units and the Graded Unit Project. Each unit in the course has a function in helping you to gain the skills necessary to work in Software Development. You may enjoy some of these units more than others, and you may think that some of these units have more relevance than others to your chosen career but they are all **equally** important in ensuring that you have the right tools to help you to develop a career.

The units you will study in Semester 1 are:

Semester 1		
Unit Code	Unit Title	Credit
DH33 34	Computer Operating Systems 1	1
DH35 34	Computing: Planning	1
DH2T 34	Computer Architecture	1
DE3R 34	Personal Development Planning	1
DH3D 35	Software Development: Relational Database Systems	2
D75X 34	Information Technology Application Software	1
DF6C 34	Software Development: Introduction	1

The units you will study in Semester 2 are:

Semester 2		
Unit Code	Unit Title	Credit
DE3R 34	Personal Development Planning (cont from Sem1)	-
DH36 34	Computing: Graded Unit Exam	1
DH21 34	Team Interaction : Working within a project team	1
DH3E 35	Software Development: Structured Programming	2
DH3J 34	SQL: Introduction	1
DH3D 35	Software Development: Relational Database Systems (cont from Sem1)	-
F1XA 34	PC Hardware & Operating System Essentials	1
F1VV 34	User Interface Design	1

The content of your course

Here are brief descriptions of the units which make up your course:

DH3334 - Computer Operating Systems 1

This Core Unit is designed to enable you to gain an understanding of typical desktop computer operating systems. You will learn how to use and install both operating system and applications software. You will also gain experience of installing and configuring system-level software, (e.g. device drivers) within the operating environments as well as applications software.

On completion of this Unit you should be able to:

1. Describe the structure and function of an operating system.
2. Use a graphical environment to operate a computer.
3. Install and configure an operating environment.
4. Install and configure system and application software.

DH3534 - Computing: Planning

This Core Unit is designed to enable you to develop general knowledge and practical skills in the stages and techniques of planning. In particular the skills and techniques used to support the planning of computing tasks.

On completion of the Unit you should be able to:

1. Produce a precise specification from a given brief.
2. Derive a detailed design for the required specification.
3. Produce a test plan for the required specification.

DH2T34 - Computer Architecture

This Core Unit is designed to develop broad general knowledge and understanding of the theoretical concepts of the mechanisms that underpin the use of digital computers. This includes the way in which the internal representation used within the machine can be translated to give values we can use. The Unit also provides foundation knowledge of the mechanisms used by a processor to communicate with memory and external devices, how a processor deals with requests from external sources, and the characteristics and requirements of the devices that processors can be regularly expected to deal with.

On completion of this Unit you should be able to:

1. Demonstrate an ability to manipulate and translate data representations.
2. Demonstrate an understanding of the functions of computer system components.
3. Demonstrate an understanding of the principles of Central Processor Unit (CPU) operation.

DH3E35 - Software Development: Structured Programming

This Unit is designed to develop a broad knowledge of the concepts, principles, boundaries and scope of software development using a structured programming language (C). These will be reinforced by developing the practical skills required in using the structures and features of a procedural programming language in the creation of software solutions to problems.

On completion of this Unit, you should be able to:

1. Use programming techniques to develop program modules.
2. Implement a solution from a design.
3. Test the completed product.
4. Create technical and user documentation.

D75X34 - Information Technology Application Software

This Core Unit is designed to enable you to use Information Technology (IT) systems and applications independently to support a range of information processing activities. These activities will be centred on using software applications packages to meet complex information requirements while paying attention to security and the needs of other users.

On completion of the Unit you should be able to:

1. Operate a range of IT equipment independently, giving attention to security and to other users.
2. Use a range of software application packages to meet complex information requirements.

DE3R34 - Personal Development Planning

You will identify your skills, abilities and development needs and review these in the context of your own personal, educational and career aims. You will devise a personal action plan, then undertake and evaluate that plan. You will gather, organise and present evidence of each stage of the plan - including personal reviews - in your personal development portfolio.

On completion of the Unit you should be able to:

1. Create and maintain a personal development portfolio and a personal action plan.
2. Implement your personal action plan.
3. Monitor and evaluate the plan and its implementation.

DH3634 - Computing: Graded Unit Exam

This group award Graded Unit is designed to provide evidence that you has achieved the following principal aims of the HNC Computing:

- To develop your knowledge and skills such as planning, analysing and synthesising
- To develop study and research skills
- To prepare you for progression to further study in Computing or a related discipline.

F1XA34 - PC Hardware and Operating Systems Essentials

This Unit is designed to enable you to install, build, configure, troubleshoot and perform preventative maintenance on basic PC hardware and operating systems.

On completion of the Unit you should be able to:

1. Describe PC and laptop fundamentals.
2. Install, optimise and upgrade current operating systems.
3. Install and configure printers and scanners.
4. Implement basic networks and security.
5. Describe basic end user support.

DF6C34 - Software Development: Introduction

This Unit is designed to enable you to gain an understanding of the fundamental techniques used in the development of computer programs. The Unit introduces you to the process of program development beginning with the analysis of a problem through to designing, coding, testing and evaluating a solution in the form of

computer program that meets the requirements of a given specification.

On completion of the Unit you should be able to:

1. Describe the process of software development
2. Use the basic structure and features of a programming language
3. Produce a computer program to meet a given specification

F1VV34 - User Interface Design

This Unit is designed to develop your knowledge and skills in usable design of visual user interfaces for use in multimedia, web, animation and graphic design.

On completion of the Unit you should be able to:

1. Identify concepts of colour theory, font terminology, layout and graphic design elements in terms of visual user interface design.
2. Evaluate existing visual user interface designs in terms of colour, layout and fonts.
3. Demonstrate effective use of colour, layout and fonts when designing visual user interfaces to meet the requirements of given brief.

DH2134 - Team Interaction: Working within a project team

Individual team members should be able to identify and gather appropriate evidence, evaluate written information related to a project task, contribute to formal meetings and group discussions, apply methodologies from selected areas of computing to the project, track and record progress and produce a written report to a prescribed format with supporting, referenced documentation where appropriate. As the final part of the written report, you should also be able to evaluate and draw conclusions in relation to your own contribution.

On completion of the Unit you should be able to:

1. Individually gather and/or read and evaluate written, graphical or pictorial information on a team task, and in co-operation with others, decide on a course of action for completing the project.
2. In co-operation with others, plan, organise and carry out the task.
3. Individually, produce a written report, in a prescribed format, reflecting on what has been done and drawing conclusions for the future.

DH3D35 - Software Development: Relational Database Systems

This Unit is designed to enable candidates to understand the manipulation of normalised data structures. This will allow the candidate to apply this knowledge in the design and use of relational database systems to solve problem.

On completion of the Unit the candidate should be able to:

1. Explain the terminology and techniques used in the design of relational information systems.
2. Create a relational database design from user requirements.
3. Describe the issues involved in implementing a relational database system.
4. Implement structures and manipulate data in a relational database management system.
5. Use a programming language to interface with a relational database management system.

DH3J34 - SQL: Introduction

This Unit is designed to develop a broad knowledge of the concepts, principles, boundaries and scope of relational databases using a query language. These will be reinforced by developing the practical skills required in using the structures and features of a query language in order to maintain and interrogate a relational database management system. The SQL constructs used adhere to the current standards, so will be applicable in all SQL-based platforms.

On completion of the Unit the candidate should be able to:

1. Create and maintain a data storage system.
2. Manipulate data stored within a table structure.
3. Produce formatted reports.

Preparing to study at Higher National Level

You need a good study place to be prepared to study. You should be able to answer **YES** to all of the following questions:

1. Is my Study Place available to me whenever I need it?

Your Study Place does you little good if you cannot use it when you need it. If you are using a Study Place that you must share with others for any reason, work out a schedule so that you know when you can use it.

2. Is my Study Place free from interruptions?

It is important to have uninterrupted study time. You may have to hang a DO NOT DISTURB sign on the door or take the phone off the hook.

3. Is my Study Place free from distractions?

Research shows that most students study best in a quiet environment. If you find that playing a stereo or TV improves your mood, keep the volume low.

4. Does my Study Place contain all the study materials I need?

Be sure your Study Place includes reference sources and supplies such as pens and pencils, paper, ruler, calculator, and whatever else you might need. If you use a computer for your course work, it should be in your Study Place.

5. Does my Study Space contain a large enough desk or table?

While working on an assignment or studying for a test, use a desk or table that is large enough to hold everything you need. Allow enough room for writing and try to avoid clutter.

6. Does my Study Place have enough storage space?

You need enough room to store your study materials. Be sure you have enough storage space to allow you to keep your desktop or other work surface clear of unnecessary materials that can get in the way.

7. Does my Study Place have a comfortable chair?

A chair that is not comfortable can cause discomfort or pain that will interfere with your studying. A chair that is too comfortable might make you sleepy. Select a chair in which you can sit for long periods while maintaining your attention.

8. Does my Study Place have enough light?

The amount of light you need depends on what you are doing. The important thing is that you can clearly see what you need to see without any strain or discomfort.

9. Does my Study Place have a comfortable temperature?

If your Study Place is too warm, you might become sleepy. If it is too cold, your thinking may slow down and become unclear. Select a temperature at which your mind and body function best.

Succeeding in college

Just as at school, your success in college requires high motivation and effort, strong study skills, effective time management, and good test-taking strategies. But college success requires much more. Once you move to college, you will generally find that students are more motivated and competent; lecturers are more demanding; the work is more difficult; and students are expected to be **independent**. Here are some ideas that will help you succeed in college:

It's Up to You

Firstly it's up to you to organise your study – both how you're going to do things and when. You may find that all of your assignments are due

at the same time, so a bit of forward planning for staggered deadlines will save a lot of panic at the last minute. There's plenty of help and advice available if you're unsure about how to do anything – your Curriculum Head, Class Lecturer, Learning Support Staff.

Get Informed

Get yourself informed about things like timetables, room locations, deadlines and guidelines for assignments. It's your responsibility to do this – no-one will remind you! This Course Handbook is your best source for what you need to know about your course of study. Make sure you know where you've put it, or how to access it online – you'll probably need it later in the term. Explore the College Learning Gateway so you know where to find other useful information.

Have Clear Goals

College success requires commitment and a lot of hard work. You must be very certain about the importance of a college education.

- Be clear about why you are going to college.
- Establish specific goals you wish to accomplish.
- Know what it will take to reach these goals.
- Be certain your goals are consistent with your interests and abilities.
- Be flexible – change your goals if needed, based on your experience as you progress through college.

Get Financial Aid if Needed

There are many sources of financial aid that can help you meet the costs of studying at college. Become aware of and pursue these sources.

- Consider all possible sources of financial aid.
- Meet all deadlines for submitting applications and documentation.
- Respond quickly and completely to all requests for additional information.
- Be persistent in following up your application. If you do receive financial aid, meet all requirements to keep and continue your aid.

Manage Your Money

There are many ways to spend money in the college setting for other than education purposes. Take steps to ensure that you do not waste the money set aside for your college education.

- Set a budget and keep to it.
- Be careful about your use of credit cards. Don't overspend. Pay balances promptly to avoid high interest costs.
- Open a current account and carefully monitor your balance.
- Keep your mobile phone under control. Those minutes and fees can really add up.

Stay Physically and Emotionally Healthy

You will need to be at your best to succeed in college. This means taking care of your body and maintaining a good frame of mind.

- Get enough sleep.
- Don't rely on coffee and drinks that contain high doses of caffeine to provide you with energy. Foods such as pasta, peanut butter, non-sugar cereals, and fresh fruit are healthy alternatives to provide the energy you need.
- Avoid junk foods. Fast food is convenient but usually not good for you.

Work With Your Curriculum Head

As a student you will be assigned a Curriculum Head to help you with both academic and career issues. It is up to you to get the most out of this guidance.

- Know your Curriculum Head's office location, schedule of office hours, and contact information.
- Schedule an appointment with your Curriculum Head at any time you have problems that affect your academic performance.
- Have specific questions in mind whenever meeting with your Curriculum Head.
- Check your college email regularly, your curriculum head will send important information about your course via the College email system.

Make Good Use of the Library

You are going to spend a lot of your time in college at the library. Take full advantage of this major resource.

- Get to know the resources of the library as soon as you get to college.
- Learn to use its computer resources and catalogues.
- Make good use of its equipment such as copy machines, microfiche readers, production facilities, etc.
- Check out the quiet study areas. Sign up for their use if required.

Avoid distractions

- Be confident about taking your work seriously and encourage others to respect your right to work without interruption. Minimise distractions while you work.
- Alert people around you to the times when you are working and should not be disturbed.
- When working:
 - Ask telephone callers to ring again later or switch on your answering machine.
 - Don't turn on the TV
 - Don't play computer games

- Don't read your e-mail.
- Avoid “time sponges” (e.g. cleaning the kitchen floor, tidying your sock drawer, etc. - i.e. any boring activity that suddenly seems more important than getting on with your work.)

Maximise the time available

Consider how you can use all your ‘free time’ to its best advantage:

- If you spend a long time commuting by train or bus, identify those tasks that you could tackle during the journey e.g. brainstorming ideas for a project or planning a structure for a report.
- Make sure you utilise the periods between lectures effectively e.g. conducting research in the library or background reading.
- At home, think about the 3D rule:
 - What can you defer until a holiday?
 - What can you delegate to other people?
 - What can you delete completely?
- If you are responsible for a household, free up more time by lowering your housework standards and by making sure others help out.
- Make the most of the time when the children are in bed or at school.
- If you have children with homework to do, taking study time together can sometimes work well.
- Save time by cooking meals that can be frozen for later in the week rather than reserving time for this each day.

Assessment of your work

Throughout your course, your work will be assessed in a number of different ways, depending on the different criteria in individual units.³

The majority of courses delivered in the College are assessed partly or wholly on a continuous basis – in other words, you will be assessed on parts of your work as you go along rather than all of it at the end of the unit. This assessment is carried out by the lecturer teaching the unit.

So that assessments can be fair to all students, and whoever teaches them, internal assessments are checked by other lecturers teaching the same, or similar, units. This is a process called ‘internal moderation’.

³ For full details of the College’s regulations about assessment, see the College’s Assessment Procedure.

Over and above the internal moderation of assessments of student work, awarding bodies check that colleges are assessing work appropriately by a process called 'external verification'. This process involves the awarding body carrying out checks on College staff's assessments of student work. This is done by sending 'external moderators' to the College, where they check assessments against national standards.

Only after these three stages have been completed can you be sure of your results, the certificates for which will be sent to you directly by the awarding body, not the College.

Internal assessment is not just about judging whether you have passed or failed. It also provides both you and your lecturers with important information about what you're doing well and where you have shortcomings in your knowledge, understanding or skills. Assessment is closely linked to the learning process in the sense that the feedback you will receive from your lecturers will help you improve your work in the future.

Finally, a range of courses delivered in the College are assessed by means of an externally-set and externally-assessed examination. The examining body will inform you directly whether or not you have completed your course successfully. College lecturers are not in a position to tell you whether you have passed or failed, until they have been informed by the examining body (usually at the same time as you will know directly from the examining body). If in doubt, please ask your lecturer about the procedures used.

Re-assessment of your work

If you are unsuccessful in an internal assessment, you will be offered the opportunity to be re-assessed. Depending on the arrangements for re-assessment laid down for a particular unit, this may involve retaking either the whole assessment or just part of it.

You will normally only be allowed one (or, in exceptional circumstances, two) re-assessment opportunities.

Submission of your coursework

You should hand all coursework in to the subject lecturer.

All coursework for assessment will have a specified deadline for submission. It is essential that you meet the submission deadline to ensure fairness amongst all students and to enable staff to mark efficiently. If you fail to meet deadlines for handing in your work your place on the course may be at risk.

Your subject lecturer may allow you an extension to a submission date if there are valid circumstances affecting your ability to meet the deadline.

Any coursework (for which there are no mitigating circumstances or an agreed extension) handed in after the submission deadline will normally receive a mark of 0.

If you are unwell when completing assessed coursework or sitting examinations, or have any other specific difficulties that may affect your performance in assessed coursework or examinations, you should notify your Curriculum Head in writing of the circumstances as soon as possible, and make immediate arrangements for medical certificates or other letters of support to be submitted.

You should ensure that any work completed on a computer, whether at home or in college, is backed up to either a disk or a pen drive. It is your responsibility to ensure that you retain a copy of your work. If re-submission of any work is required and you have lost the original you **will** be required to reproduce it

Cheating and plagiarism

There are various forms of academic dishonesty but in the student's context it means cheating in examinations or presenting work for assessment which is not your own.

Plagiarism as a form of cheating takes place when the student 'borrows' or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your award.

Work produced by someone else may be summarised or repeated providing it is referenced to the original author. As well as text, work such as diagrams, maps and charts must also be acknowledged. In addition to the use of quotation marks when quoting from original sources and secondary material, full reference for both quotes and paraphrases or summaries of published material must be given. All references should then be included in a bibliography at the end of the piece of work. Appropriate references for web-based material must also be given, including the relevant URL.

Any student found to have used unfair means in any examination or assessment procedure will be penalised.⁴

Support for your learning

The College has a positive policy of supporting students with learning difficulties or disabilities and their interests are represented by the Diversity Committee which reports directly to the Principals Group. The College has a Learning Support team, which can provide help and advice on all aspects of learning support and coping with learning difficulties.

The College offers support in making alternative arrangements for exams and assessment, support with study skills and advice with applications for the Disabled Students Allowance. Support and advice can also be provided in the specification and purchase of specialist equipment and the use of Information Technology.

In order to ensure that you are provided with the appropriate advice and support from the start of your studies it is important that you discuss any difficulties and special requirements with the Learning Support Manager, or with your Curriculum Head, as early as possible.

Your feedback

The College requires all courses to have a formal system through which students are invited to comment routinely, in confidence, upon the teaching they have received. This helps us to check that students have a clear idea of our aims in teaching particular units, and of what we expect them to do; that our classroom teaching is effective and

⁴ For full details of the College's regulations on cheating and plagiarism, see the College Academic Deceit Procedure.

stimulating; that our advice and feedback to students on individual work is helpful; and that our resources are adequate.

Questionnaires are the primary mechanism for this formal 'feedback'. You will be asked to complete a questionnaire for each unit you are taught. We appreciate that they can be tiresome to complete in large numbers, but hope that you will take the time to give a full and detailed response. Both negative and positive feedback is important. In order to be able to assess the feedback and to attempt to take appropriate action it is important that when making comments you indicate **why** you feel that something is good or bad, not just that you think it is.

Each lecturer responsible for a unit will prepare a short report analysing the questionnaire returns, highlighting any criticisms or suggestions. The report and the questionnaires for each unit will then be passed on to the Curriculum Head, who will present the reports at meetings of the Course Committee. The reports will also be discussed at appropriate meetings of staff within the department so that appropriate action can be taken. A summary of the student feedback and the action taken will be included in the Institute's Annual Report which is presented to the College Academic Board.

Your representation

Each course in the College is required to have a Course Team. This meets at least twice a year to review the course and consists of the Curriculum Head, all member of staff who teach units on the course and two representatives from the students on the course.

Prior to each meeting, your course representatives will be given a copy of the agenda and will be asked to consult their fellow students about the items listed and be prepared to report to the meeting on any issues raised.

Following the meeting, the class representatives will receive a copy of the Course Review report to share with their fellow students on the course.

The existence of the formal system of student representation doesn't mean that you should feel this is the only channel open to you. You may of course raise issues directly with a lecturer or your Curriculum Head. Individual problems are often likely to be more easily and quickly resolved in this way.

Your comments, complaints or compliments

Naturally, we hope that your experience at the Adam Smith College will be an enjoyable and rewarding one. However, we do recognise that sometimes things can go wrong and encourage you to make your comments or complaints known to us so that we have the opportunity to resolve the problem and improve our services to you.

Problems are often most quickly and easily sorted by being dealt with informally. So we would ask that, in the first instance, you raise the matter with the appropriate member of staff. If you're not satisfied with the outcome, you can discuss the matter with your Curriculum Head.

Comments or complaints can also be put forward through your course representatives.

Where informal methods have failed to resolve the problem, you can make a formal complaint through the College's Complaint Form, which is available at Reception on all College campuses and in outreach centres or through the Students' Association.

It's always good to hear about what you think we do well and we encourage you to use the Compliments Form available at Reception. Every compliment received will be passed on to the person or department it's about.

Other Information

Useful Websites

<http://www.adamsmithcollege.ac.uk>
www.student-support-saas.gov.uk

Study skills

www.howtostudy.com
www.rdg.ac.uk/studyskills/index.htm
<http://www.humanities.manchester.ac.uk/studyskills>

Your Course

<http://www.sqa.org.uk/sqa/411.html>
<http://learn.adamsmith.ac.uk>

Career

www.prospects.ac.uk
<http://www.e-skills.com/>

Code of conduct

- **Be polite at all times.**
 - Why? It is good manners and will be expected in any future workplace.
- **Use of offensive language (swearing, racist or sexist terms) is not permitted.**
 - Why? Because it is unacceptable to use offensive language in any public place.
- **Treat others as you would wish to be treated yourself.**
 - Why? Again it is good manners and will be expected in any future workplace.
- **You will be informed at the start of the semester of the starting times for classes. You should ensure that you are on time for the start of classes and on return from breaks.**
 - Why? Good timekeeping is an important skill and avoids disruption to your and other students learning. If you do arrive late enter quietly and cause minimum disruption to the class.
- **Mobile Phones should be switched off or onto silent during classes and should not be answered during class.**
 - Why? Use of mobile phones cause disruption to your and other students learning.
- **Headphones should not be worn in class unless they are being used as part of a multimedia unit.**
 - Why? If you are using headphones you are not giving your full attention to the lesson and may miss important information.
- **You may use computers in classrooms responsibly during your break/lunch times but you must log off and leave if requested to do so by any member of staff.**
 - Why? Classes must have first priority for use of computers
- **Students must not access games, instant messaging or chat rooms during classes.**
 - Why? You are disrupting your learning by not giving full attention to the class work.
- **Food and open drinks containers (cups or cans) are not allowed in the classroom. You may have bottles of soft drinks or preferably water in the class.**

- Why? Many people use these computers and it is unhygienic to eat whilst using them. Open containers may be knocked over and damage equipment. It has been shown that drinking water improves concentration and general health so you may have bottles in class as they can be sealed.
- **You must bring textbooks, notes, paper, pens and any other equipment needed to every class.**
 - Why? You must have access to the correct equipment in class to allow for successful study. Forgetting equipment disrupts classes and your learning.
- **During the year you will be given dates when you must hand in work or prepare for an assessment. You must meet all deadlines.**
 - Why? All students are given adequate time to prepare their work. Meeting deadlines is an important skill for the work place.
- **Do not use class rooms as a passageway. If you must pass through another classroom to reach your class then do so quickly and quietly.**
 - Why? This disrupts classes and is detrimental to the learning of students in the class you are interrupting.
- **Do not talk in class whilst the lecturer is talking to the group.**
 - Why? Because 1. It is very rude to talk over others and 2. You will seriously disadvantage your and others learning by not paying attention and causing a distraction.

What will happen if I don't follow the code?

- On the first occasion you will be given a warning by the class lecturer.
- If it occurs again you will be asked to leave the class and you will be marked absent.
- If you are asked to leave the same class more than once you must attend a guidance appointment with your Curriculum Head to discuss your future on the course.

Progression

Once you have completed your HND you may wish to continue your studies at University. Normal progression from this course would be to the third year of a degree programme at the Universities of Napier or Abertay. If you wish to progress to university you must complete and submit a UCAS form. These can be found online at:

<http://www.ucas.ac.uk>

Your form must be completed by the end of November and you should inform your Curriculum Head when you have done this so that it can be checked and an academic reference can be completed before the deadline for submission. The guidance team hold sessions in October/November to help you complete this form and you should make sure that you know where and when these sessions are to be held.

Information about the courses available at Abertay or Napier can be found on the University web sites:

<http://www.abertay.ac.uk>

Or

<http://www.napier.ac.uk>

