**NC Computing & Digital Media 5 / 6**

**Course Handbook**



**Name:**

Welcome to West Highland College UHI, we are delighted you have chosen to join us here on the NC Computing & Digital Media Course.

This Course aims to enable and inspire you to go on to realise your ambitions, by increasing your knowledge, understanding and practical skills. We will do all we can to provide you with great learning opportunities, and the support you need, but we need your enthusiasm, commitment and effort for you to do well, and of course, for you to enjoy your time here.

As part of this course you will have access to industry standard equipment and software including:

Wacom Graphics Tablets

Adobe Creative Suite

Autodesk Maya

Motion Capture Facilities

Full Recording Studio Facilities with Pro Tools

Professional Grade Camera and Film Equipment

We will teach you the skills to create creative media of all types, be this through programming, filming, recording, websites, interactive media or animation.

We want to put your development front and centre and will give you the support to move ahead at a speed that suits your needs and desires.

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Blender Foundation | www.blender.org

**Introducing your Course Lecturer**

**Lewis Sturrock**

Lewis is form Newport, South Wales and now lives in Fort William, Lochaber. He has a BA (Hons) in Animation, a background in 2D and 3D short format films, Music Performance, Graphic Design and Indie Game Development.

He has been fiddling with computers and technology from the age of 4.

The College has additional staff offering Core Skills tuition, Learning Support and Student Services

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# How to use this Handbook

## What is this Booklet?

* This is information specifically about the course you are studying and this is **in addition to**:
  + College Handbook
  + College Policies and Procedures

## How Do I Use it?

* Refer to this throughout your course to plan your time and keep up with your work

## What if I lose it or need another copy?

* You can re-print this from the “T” drive at college where it is saved as a PDF

# 2 Course Information

## Course Content –

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Campus** | West Highland College | **Start Date** | 3th September 2018 | | **SCQF Level** | 5/6 |
| **Days** | Full Time: 3 days per week for 34 weeks Monday, Tuesday, Friday | | | | | |
| **Aims of the course** | The Computing & Digital Media program aims to explore this exciting field, offering students a wide range of opportunities to engage with digital media in creative ways, while also evaluating the critical and theoretical shifts that go hand in hand with these new forms of media production.  The program is delivered within the specialist facilities of the West Highland College, offering an inspiring backdrop for the study of Computing & Digital Media. Our facilities include high grade cameras, graphics tablets, Maya LT and the complete Adobe CC suite. | | | | | |
| **Course Leader** | Lewis Sturrock | | | | | |
| **Other Teaching staff** | N/A | | | | | |
| **Entry Requirements** | Studying at SCQF level 5, you should have achieved National 5 Computing Science qualification or a minimum of 3 relevant National 4, Intermediate 1 or Standard Grade Found/General level qualifications (ideally in maths and a science).  Studying at SCQF level 6, you should have achieved an NC in Computing with Digital Media SCQF level 5, Higher Computing Science or a minimum of 3 relevant National 5, Intermediate 2 or Standard Grade Credit level qualifications (ideally in Art/Graphic Communication and Maths/Computing). | | | | | |
| **Units on the course**  ***other than core skills***  ***(Level 5)*** | F1KR 11 Computing: Computer Hardware and Systems  F1KT 11 Digital Media: Audio Editing  F1KW 11 Digital Media: Still Images  F1KS 11 Computing: Digital Media Elements for Applications  H6S9 45 Computing: Applications Development  F1KB 11 Animation Fundamentals  H7E9 45 Information literacy  H7EB 45 Social Media Literacy | | | H6S7 46 Computing: Project  H6S7 46 Computing: Project  F1KV 11 Digital Media: Video Editing  F915 11 Computer Games: Design  F916 11 Computer Games: Media Assets  FN91 11 3D Modelling and Animation: An Introduction  H7EA 45 Network Literacy  H614 45 Computing: Website Design Graphics | | |
| **Your Class Representative** | Lewis Sturrock | | | | | |

## Unit Summaries and Outcomes

## Level 5

**Computing: Computer Hardware and Systems**

**F1KR 11**

This Unit is designed for learners who have an interest in developing the skills required to upgrade an existing computer system. The Unit will introduce learners to the main hardware and software components of a computer system. Learners will install a variety of hardware components, and software packages onto a computer system. This will help develop an understanding of operating systems, upgrades and the appropriate use of application and utility software. Learners will become aware of, and use, the necessary safety procedures when installing and upgrading computer hardware.

**OUTCOMES**

1. Identify the components and functional elements of a computer system.

2. Use appropriate procedures for working safely on a computer system.

3. Upgrade an existing computer system.

**ASSESSMENT METHOD**

Written and/or oral recorded evidence is required which demonstrates that the candidate has achieved to the

standard specified in the Outcomes and Performance Criteria. The evidence should be obtained under

controlled closed-book and supervised conditions.

**Digital Media: Audio Editing**

**F1KT 11**

This Unit is aimed at candidates who have some previous experience of capturing and storing sound in digital formats, although it may also suit candidates who have experience of recording sound in analogue formats.

**OUTCOMES**

1. Demonstrate knowledge of the properties of audio and audio effects.

2. Identify and plan the acquisition of digital audio for a specified brief.

3. Perform the acquisition of digital audio for a specified brief.

4. Manipulate and store the acquired digital audio to the form required by a specified brief.

5. Evaluate finished product and own performance in meeting the requirements of a specified brief.

**ASSESSMENT METHOD**

Each sample must include the following:

* two properties of audio in relation to digital storage on a computer based system
* two sampling rates in relation to digital audio
* identification of the effect on the quality of recorded audio for two different types of compression techniques
* two audio file types including their characteristics and usage
* two component parts of a sound wave.

**Digital Media: Still Images**

**F1KW 11**

The purpose of this Unit is to allow candidates to undertake the acquisition of digital still images within the context of a specified brief. Candidates will be required to identify the image requirements of the brief, plan a strategy for the acquisition of the images, report on and justify reasons for their proposed strategy, present the images in a format appropriate to the requirements of the specified brief and evaluate the finished product and own performance.

**OUTCOMES**

1. Plan the acquisition of digital still images to meet the requirements of the brief.

2. Undertake the acquisition of digital still images for a specified brief.

3. Select, edit and present a portfolio of digital images in a format appropriate to a specified brief.

4. Evaluate the completed portfolio of digital images and personal contribution to meeting a specified brief.

**ASSESSMENT METHOD**

* A written and/or oral recorded report of at least 300 words by the candidate
* A written and/or oral recorded report of at least 150 word
* A candidate should provide performance evidence in the form of a candidate activity log

**Computing: Digital Media Elements for Applications**

**F1KS 11**

Learners will develop the skills to source, capture, create and manipulate digital media elements such as images, 2D animations, audio and video files for inclusion in a multimedia application.

**OUTCOMES**

1. Describe a range of digital media elements.

2. Produce a range of digital media elements.

3. Manipulate a wide range of digital media elements using different software tools.

4. Integrate media elements into a multimedia application to a specified brief.

**ASSESSMENT METHOD**

* At least one of each of the following obtained from legitimate sources: audio clip, video clip, bitmap graphic, vector graphic and 2D animation.
* A minimum least one of each of the following captured using appropriate devices: audio clip, video clip and digital image.
* At least two different types of digital media elements created using appropriate software: bitmap graphic, vector graphic, audio clip, video clip, or 2D animation.
* one of each of the following range of digital media elements manipulated using appropriate software tools: audio clip, video clip, bitmap and vector graphic.
* Appropriate selection and use of appropriate file formats for the editable and published versions of any media elements.
* A correctly functioning multimedia application integrating a relevant selection of digital media elements. At least one instance of each of the following digital media elements should be integrated: audio clip, video clip, bitmap graphic, vector graphic, 2D animation.
* Acknowledgment of copyright for all media elements used in the multimedia application

**Computing: Applications Development**

**H6S9 45**

The Unit will enable the learner to develop practical skills in creating and testing an application using a suitable development environment which will involve a small amount of programming. Emphasis will be put on the process of application development and the importance of good planning and the learner will evaluate their own performance.

**OUTCOMES**

1. Create a project plan for the development of a simple application.

2. Create a basic application prototype using a suitable development platform.

3. Test the application.

4. Evaluate the process

**ASSESSMENT METHOD**

The prototype created could be a business application, mobile application, game or any other type of application that requires the learner to use a development platform that includes basic programming constructs

**Communications**

**F3GB 10**

The focus of the Communication classes is on transferable communication skills:

* reading, summarising, and evaluating
* writing
* speaking and listening

Improving your communication skills will make you more confident, help you to learn more easily, and improve your career prospects

**Animation Fundamentals**

**F1KB 11**

This Unit introduces the techniques and concepts involved in producing two-dimensional (2D) animation using software. You will develop basic skills in the use of drawing, painting and text tools that are a feature of computer animation software and a range of methods for achieving motion using software.

**OUTCOMES**

1. Create two-dimensional graphics from artwork and images for a computer animation sequence.
2. Animate two-dimensional graphics using computer software animation techniques.

Plan, produce and package a short computer animation sequence to a given brief.

**ASSESSMENT METHOD**

You will create a portfolio of evidence, supplemented by assessor observation checklists, demonstrating your skills in the creation, import and manipulation of graphics to produce animated sequences.

**Information literacy**

**H7E9 45**

Information literacy relates to a range of ‘hard’ and ‘soft’ skills, and the associated underpinning knowledge and understanding. The hard skills relate to competencies in using information tools to capture, organise and present information; the soft skills relate to (basic) information theory and critical thinking. At this level, intermediate knowledge and skills are covered.

**OUTCOMES**

1. Describe the value of information.

2. Organise information using information tools.

3. Solve routine problems using information.

**ASSESSMENT METHOD**

* Evidence is required for two types of competence: evidence of cognitive competence (knowledge and understanding) and evidence of practical competence (practical abilities). In certain circumstances (see below), the evidence of cognitive competence may be sampled; the sample must be sufficiently random and robust to clearly infer competence in the entire knowledge domain.
* Evidence of practical competence cannot be sampled; however, the amount of evidence is left to the professional judgement of the assessor and should be the minimum compatible with the requirements of this Unit.

**Social Media Literacy**

**H7EB 45**

The Unit covers practical skills in the use of social media (including how to use it safely) and provides a theoretical basis to its historical development, unique characteristics, current uses, and the opportunities and threats it poses

**OUTCOMES**

1. Describe the personal, communal, commercial and societal uses of social media.

2. Explain the implications of social media for individuals and society.

3. Use social media for personal and communal purposes.

**ASSESSMENT METHOD**

A holistic approach to evidence generation is required. This will involve candidates undertaking an investigation relating to a contemporary issue surrounding social media.

**Computing: Project**

**H6S7 46**

The purpose of this Unit is to allow learners to work collaboratively within a group to plan, design, implement, test and evaluate a computing project. Learners will be required to produce a project in response to a project brief. The brief can be formulated by negotiation between learners and their assessor.

**OUTCOMES**

1. Contribute to the creation of a plan for a computing project from a project brief.

2. Contribute to the creation of a design document for the project.

3. Contribute to the implementation of a project plan.

4. Evaluate a project.

**ASSESSMENT METHOD**

The evidence for this Unit may be written or oral or a combination of these. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital). Particular consideration should be given to digital formats and the use of multimedia.

**Digital Media: Video Editing**

**F1KV 11**

The purpose of this Unit is to allow candidates to undertake the acquisition of a short digital video narrative within the context of a specified brief.

**OUTCOMES**

1. Describe hardware and software requirements for digital video acquisition and editing.

2. Plan the safe acquisition of digital video content that is not restricted by copyright for a specified brief.

3. Acquire digital video content for a specified brief.

4. Edit acquired digital video content and present a digital video narrative in a format appropriate to the specified brief.

**ASSESSMENT METHOD**

Each sample must include four of each of the following categories:

* Storage media used in digital video acquisition
* Hardware solutions used in digital video acquisition
* Hardware (two items) and software (two items) solutions used in digital video editing
* Delivery platforms for digital video distribution

**Computer Games: Design**

**F915 11**

The aim of this Unit is for candidates to gain an understanding of underlying concepts and fundamental principles involved in computer game planning and design. Candidates will learn how to recognise and compare differences between gaming platforms, environments and genres. Candidates will be introduced to the role of the games designer, and to fundamental methods used in the planning and design stages of a computer game. Candidates will plan and design a computer game.

**OUTCOMES**

1. Compare gaming technologies.

2. Analyse design elements.

3. Plan and design a computer game.

**ASSESSMENT METHOD**

* A short report comparing hardware specifications of two gaming platforms. Accurately identify by type, name, processor, memory, graphics configuration, backing storage capacity, whether wired or wireless, sound quality and internet connectivity.
* A short report accurately comparing control and output devices of two gaming platforms.
* A short report analysing two emerging technologies in gaming.
* A short report describing the role and attributes of a games designer.
* A short report accurately identifying aspects of detail and creativity from three design elements.
* A clear and accurate flowchart of one logical sequence from a game.
* A clearly written, concise and feasible design brief for an intermediate level computer game containing at least five design elements.
* A plan which includes at least three design elements for a computer game.
* A list of assets required for a computer game.

**Computer Games: Media Assets**

**F916 11**

The aim of this Unit is for candidates to gain an understanding of the different types of media assets required for developing a computer game. Candidates will identify and describe legal methods of acquiring media assets and learn how to plan and produce media assets for use in a game development environment.

**OUTCOMES**

1. Compare media assets in an existing computer game.

2. Plan media assets for a specified brief.

3. Produce media assets for a specified brief.

**ASSESSMENT METHOD**

* A report describing at least five media assets in existing games.
* A detailed report clearly comparing at least two assets in two different games from the same genre.
* A short report identifying and describing three legal methods to acquire media assets.
* A detailed description of media assets to be legitimately sourced.
* A reference list citing sources of media assets
* A short report explaining the selection of sources.
* A detailed description of media assets to be captured or created.
* At least two sourced media assets and at least two created media assets in a digital format for a game development environment.
* A short report comparing two similar software packages that could create one asset and giving reasons for final choice of software used to create it. 10 A description of modifications carried out to at least five media assets.

**Numeracy**

**F3GF 10**

To achieve this unit, you will need to show that you have all the skills in the unit activities that involve

* using numbers, carrying out calculations, and drawing conclusions from your answers
* making measurements with instruments with scales
* extracting and interpreting information using tables, graphs, charts, or diagrams
* conveying information through tables, graphs, charts, or diagrams

Improving your Core Skills will make you more confident, help you to learn more easily, and improve your career prospects.

**3D Modelling and Animation: An Introduction**

**FN91 11**

The purpose of this Unit is to provide candidates with the knowledge and skills to produce a short 3D animated sequence. Candidates will gain an understanding of the basic principles of planning a 3D animation as well as developing their practical skills by producing a short animated piece.

**OUTCOMES**

1. Plan the production of a 3D animated sequence.

2. Produce and texture at least one 3D model suitable for animation.

3. Animate a 3D sequence lasting no less than ten seconds

**ASSESSMENT METHOD**

* Produce drawings of the proposed 3D model that the candidate plans to create/model.
* Produce and texture at least one 3D model suitable for animation. A texture must be applied to the model.
* Apply animation to the model produced. The animated sequence must last no less than ten seconds. The animation need not be of a complex nature.

**Network Literacy**

**H7EA 45**

This Unit is designed for non-specialists who want to develop their knowledge and skills in using networks, such as the internet, and network devices, such as smartphones. It aims to educate citizens in the productive, responsible and critical use of digital technologies. Learners undertaking this Unit will enhance their digital skills and become active participants in the networked society.

**OUTCOMES**

1. Explain the function of network systems and network devices.

2. Set-up a network connection.

3. Communicate and contribute using network systems.

**ASSESSMENT METHOD**

* Explain the growth of networks
* Explain the value of networks
* Describe online rights and responsibilities
* Describe the services provided by network systems and network devices
* Explain the function of hardware and software components in a network
* Describe the process of connecting to a computer network
* Set-up a network connection without assistance
* Explain the need for personal and network security
* Configure a network connection to match personal preferences and security needs
* Describe the communication, sharing and discussion facilities available in a network.
* Describe the personal and group uses of networks including social networks.
* Communicate with individuals and groups.
* Contribute constructively to an online discussion, adhering to the community norms of behaviour.
* Write appropriately for specific networks and communities.
* Use networks safely and responsibly.

**Computing: Website Design Graphics**

**H614 45**

This Unit is designed to develop knowledge and understanding of the main technical aspects of using graphics and digital images in websites. Learners will develop practical skills in creating graphics and optimising graphics and digital images for use on websites. Learners will also develop practical skills in the creation of simple web pages that incorporate text and optimised graphics.

**OUTCOMES**

1. Describe the technical aspects of website graphics and digital images.

2. Produce graphics for a given website brief.

3. Create a webpage with optimised digital images and graphics for a given brief.

**ASSESSMENT METHOD**

The evidence must show that learners can acquire, create and optimise digital images and graphics for a website to a given brief. A minimum of three optimised digital images and graphics should be produced.

* Identify three graphic file formats commonly used for websites and describe their properties.
* Describe three uses of graphics and/or digital images on a website.
* Identify two copyright considerations related to graphics and digital images.
* Describe one accessibility issue when using graphics on a website.
* Describe one usability issue when using graphics on a website.

## Level 6

**Computing: Computer Hardware and Systems**

**F3SY 12**

This Unit is suitable for learners with practical skills and/or knowledge of computer hardware and systems and who wish to enhance their knowledge. The Unit is also suitable for learners who want an introduction to computer networks.

**OUTCOMES**

1 Identify computer hardware components and operating system functional elements.

2 Install and configure an operating system to a specific brief.

3 Install and test additional computer system components with due regard to Health and Safety regulations to a specified brief.

**ASSESSMENT METHOD**

The evidence for Outcome 1 should be obtained under controlled, closed-book and supervised conditions. The assessment should last no more than 45 minutes. Short answer questions would be a suitable method to assess understanding. Where re-assessment is required, a different instrument of assessment should be used

**Unit title: Digital Media: Still Images**

**HW4X 45**

The purpose of this unit is to allow learners to broaden their knowledge and acquire routine skills in acquiring, editing and presenting still images. This unit is suitable for all learners and no previous experience is required, although some basic knowledge in still images may be beneficial.

**Outcomes**

On successful completion of the unit, the learner will be able to:

1 Plan the capture of digital still images for a specified brief.

2 Acquire and edit digital still images for the specified brief.

3 Produce a finished digital media product using the portfolio of still images to meet the requirements of the specified brief.

4 Evaluate the final digital media product and your own performance against the requirements of the specified brief.

You will be assessed practically by creating your own portfolio of digital still images. Evidence of your knowledge of still image terminology will be required and may be produced throughout the unit or at the end of unit delivery; your teacher/lecturer will decide this.

**Unit title: Computing: Authoring a Website (SCQF level 6) Unit code: F3T2 12**

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Describe the main factors influencing website development.

2 Plan and design a website to meet a given brief.

3 Produce a website from the design specification using appropriate software tools.

4 Upload and test the website.

The assessment for Outcomes 2, 3 and 4 is open-book and learners will have access to notes, reference materials and online help for this assessment. Whether this need be under supervised or unsupervised conditions is at the discretion of the assessor and the centre; however evidence must be produced under controlled conditions whenever possible and where appropriate. The amount of control will vary from context to context.

**UNIT Digital Acquisition and Editing: Audio (SCQF level 6) CODE F3T7 12**

**OUTCOMES**

1 Describe the effect on digital audio of recording, editing and playback techniques.

2 Identify and plan the acquisition of digital audio for a specified multi-track brief.

3 Acquire and manipulate sound using multi-track techniques in accordance with a specified multi track brief.

4 Playback and evaluate a multi-track recording in accordance with a given brief.

The assessment for Outcome 1 is well-suited to online assessment. The assessment of knowledge and understanding may be assessed using an item bank of appropriate questions.

**UNIT Digital Acquisition and Editing: Video (SCQF level 6) CODE F3T6 12**

The purpose of this Unit is to allow candidates to acquire knowledge and skills required to undertake the acquisition and editing of digital video within the context of a given brief

OUTCOMES 1 Plan the acquisition and editing of digital video images to meet the requirements of the given brief. 2 Acquire, edit and present digital video sequences in accordance with the given brief. 3 Evaluate finished product and own performance within the requirements of the given brief.

It may be appropriate for some of the evidence for this Unit to be produced using e-assessment provided the national standard is applied and the conditions of assessment are consistent for all candidates. This may take the form of e-portfolios for practical abilities. Blogs may also be used by candidates to record their log of activities.

**Unit title: Network Literacy (SCQF level 6) Unit code: H7EA 46**

Outcomes On successful completion of the Unit the learner will be able to:

1 Select network devices.

2 Secure a network.

3 Collaborate using a network system.

The assessment may take different forms. It will be straight-forward and not take a great deal of time. It may involve a short test of your knowledge and some practical tasks, or it may simply be a record of your activities during the Unit. But the focus of the Unit is on learning ⎯ not assessing.

**Unit title: Ethical Hacking (SCQF level 6) Unit code: H9HY 46**

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Analyse current trends in cybercrime.

2 Evaluate contemporary legislation relating to cybercrime.

3 Perform a complex penetration test on a computer system in a controlled environment.

**Unit title: Computing: Academic Skills (SCQF level 6) Unit code: H60C 46**

On successful completion of the Unit the learner will be able to:

1 Investigate a topic using a range of sources.

2 Present investigation findings.

3 Produce a report on a topic.

4 Improve independent learning skills through a range of activities.

**UNIT Computer Games: Development (SCQF level 6) CODE F917 12**

**OUTCOMES**

1 Create a working computer game.

2 Evaluate a computer game.

3 Promote a computer game.

**UNIT Computer Games: Development (SCQF level 6) CODE F917 12**

**OUTCOMES**

1 Create a working computer game.

2 Evaluate a computer game.

3 Promote a computer game.

**Unit title: Games Programming (SCQF level 5) Unit code: FN8R 11**

Outcomes

1 Identify and apply good coding practice.

2 Identify and apply a range of games programming techniques.

3 Create a working game demonstration using a recognised programming language.

**Unit title: Computing: Applications Development (SCQF level 6) Unit code: H6S9 46**

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Create a design document for the development of an application.

2 Create an application using a suitable development environment.

3 Test an application.

4 Evaluate an application, the development process and personal performance.

**Unit title: Computing: Project (SCQF level 6) Unit code: H6S7 46**

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Contribute to the creation of a plan for a computing project from a project brief.

2 Contribute to the creation of a design document for the project.

3 Contribute to the implementation of a project plan.

4 Evaluate a project.

## Delivery of the Course

* This course is delivered in a **34** week academic year which is split into **2** semesters.
* Attendance in college is **3 days** a week Monday, Tuesday, and Friday, between 0915 and 1600 hrs.
* You should aim to do at least 3 hours a week self-study outside these hours.
* The areas of study are set to coincide with the holidays and semesters so that by the end of semester one you will have completed approximately **half** the course.

## Course Time Table - Semester 1

**College Based Days:** A full breakdown of the course day to day can be seen on the course timetables.

**Study Days:** On these days you will need to manage your own time to ensure that you keep up with your work. We recommend that you are either at college or at home completing theory work and assignments.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |  |
|  |  |  |  |  |  | 0915-0930 |
| 09:15 – 10:45 | **F33** |  |  | **Core Skills** | **F33** | 0930-1000 |
|  |  |  |  |  |  | 1000-1030 |
| 10:45-11-00 | **Break 15 mins** |  |  | **Break 15 mins** | **Break 15 mins** | 1030-1045 |
|  |  |  |  |  |  | 1045-1130 |
|  | **F33** |  |  | **F33** | **F33** | 1130-1200 |
| 11:00-12:30 |  |  |  |  |  | 1200-1230 |
|  |  |  |  |  |  | 1230-1300 |
| 12:30-13:15 | **Lunch 45 mins** | **Self Study** | **Self Study** | **Lunch 45 mins** | **Lunch 45 mins** | 1300-1345 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 13:15-16:00 | **F33** |  |  |  | **F33** | 13:15-15:00 |
|  |  |  |  |  |  |  |
|  |  |  |  |  | **Lecture Theatre** | 15:00-16:00 |
|  |  |  |  |  |  |  |

## Course Time Table - Semester 2

**College Based Days:** A full breakdown of the course day to day can be seen on the course timetables.

**Study Days:** On these days you will need to manage your own time to ensure that you keep up with your work. We recommend that you are either at college or at home completing theory work and assignments.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 0915-0930 |  |  |  |  |  | 0915-0930 |
| 0930-1000 | **F33** |  |  |  | **F33** | 0930-1000 |
| 1000-1030 |  |  |  | **Numeracy** |  | 1000-1030 |
| 1030-1045 | **Break 15 mins** |  |  |  | **Break 15 mins** | 1030-1045 |
| 1045-1130 |  |  |  |  |  | 1045-1130 |
| 1130-1200 | **F33** |  |  | **F33** | **F33** | 1130-1200 |
| 1200-1230 |  |  |  |  |  | 1200-1230 |
| 1230-1315 |  | **Self Study** | **Self Study** | **Lunch 45 mins** |  | 1230-1315 |
| 1315-1345 | **Lunch 45 mins** |  |  |  | **Lunch 45 mins** | 1315-1345 |
| 1345-1400 |  |  |  | **Communications** |  | 1345-1400 |
| 1400-1430 |  |  |  |  |  | 1400-1430 |
| 1430-1445 | **F33** |  |  |  | **F33** | 1430-1455 |
| 1445-1500 |  |  |  | **Break 15 mins** |  | 1445-1500 |
| 1500-1600 |  |  |  | **Lecture Theatre** |  | 1500-1600 |
| 1600-1615 |  |  |  |  |  | 1600-1615 |

**NC Computing& Digital Media Calendar 2016-17**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Week Beginning |  |  |
| 05-Sep-18 | Induction | Induction, discuss all units and equipment, Computer Hardware and Systems, Still Images |
| 12-Sep-18 | Week 2 | Learning Centre Induction, Website Design Graphics, Social Media Literacy, Computer Hardware and Systems, Employability and Development, Still Images |
| 19-Sep-18 | Week 3 | Website Design Graphics, Social Media Literacy, Computer Hardware and Systems, Employability and Development, Still Images |
| 26-Sep-18 | Week 4 | Website Design Graphics, Social Media Literacy, Computer Hardware and Systems, Employability and Development, Still Images |
| 03-Oct-18 | Week 5 | Website Design Graphics, Social Media Literacy, Computer Hardware and Systems, Employability and Development, Still Images |
| 10-Oct-18 | ***Holiday*** |  |
| 17-Oct-18 |  |
| 24-Oct-18 | Week 6 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 31-Oct-18 | Week 7 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 07-Nov-18 | Week 8 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 14-Nov-18 | Week 9 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 21-Nov-18 | Week 10 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 28-Nov-18 | Week 11 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 05-Dec-18 | Week 12 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 12-Dec-18 | Week 13 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 19-Dec-18 | Week 14 | Video Editing, Audio Editing, Website Design & Development, Information Literacy, Employability and Development |
| 26-Dec-18 | ***Holiday*** |  |
| 02-Jan-19 |  |
| 09-Jan-19 | Week 15 | Review Units, Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 16-Jan-19 | Week 16 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 23-Jan-19 | Week 17 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 30-Jan-19 | Week 1 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 06-Feb-19 | Week 2 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 13-Feb-19 | Week 3 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 20-Feb-17 | Week 4 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 27-Feb-19 | Week 5 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 06-Mar-19 | Week 6 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 13-Mar-19 | Week 7 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 20-Mar-19 | Week 8 | Animation Fundamentals, 3D Modelling and Animation, Numeracy, Communications, Computer Games Media Assets |
| 27-Mar-19 | Week 9 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 03-Apr-19 | Week 10 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 10-Apr-19 | ***Holiday*** |  |
| 17-Apr-19 |  |
| 24-Apr-19 | Week 11 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 01-May-19 | Week 12 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 08-May-19 | Week 13 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 15-May-19 | Week 14 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 22-May-19 | Week 15 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Computing Project |
| 29-May-19 | Week 16 | Computer Games Design, Computing Applications Development, Numeracy, Communication, Remediation |
| 05-Jun-19 | Week 17 | Remediation, Trip to Xpo North and End of Year Show |

# Assessment Procedures and Regulations

## Assessment Methods

*This section must be read in conjunction with the college handbook and Assessment policy.*

### What do you mean by Assessment?

Assessment is the process of evaluating your learning. The process typically involves:

1. Generating and collecting evidence of your knowledge & skills
2. Judging that evidence against defined standards

### How will I be assessed?

You will be assessed by three types of assessment on this course:

* **Diagnostic Assessment** – An initial assessment of your strengths and weaknesses at the beginning of a course, which helps feed its design. In this course these assessments will be used, for example, to determine practical groups & will be recorded by the specialist practical tutor.
* **Formative Assessment** – “An assessment *for* learning” – An assessment during the subject in the learning environment informally measuring your progress.
* **Summative Assessment** – “An assessment *of* learning”. An assessment later in the subject in a more formal setting judging against national standards. e.g. a written unit closed book assessment. These will be recorded in the evidence folder which is kept at college by the tutors and can only be accessed by college staff.

You will be assessed using a variety of assessment methods from formal examinations to practical assessments via recorded observation by the tutor.

There will be two main conditions of open book and closed book assessment. Closed book means that you will not be allowed any resources in the exam room and open book means that you will be able to take in any resources that you like to aid you in your study. This is another reason to keep your class file in good working order.

### When will I be assessed?

Unlike other courses there are no big exams at the end of the year; instead we will assess you in small chunks throughout the course. The assessment calendar has been designed so that the assessment dates are spread out as much as possible throughout the year however most of them naturally fall in the middle and the end of each subject and semester.

### Reassessment

Where an assessment has not been passed, students will normally only be allowed one re-assessment opportunity. Should this arise, you will be given sufficient time between attempts on assessment to enable you to access any remediation and develop the underpinning knowledge/skills necessary to prepare you for the re-assessment.

For further information please refer to Assessment Policy

## Equal Opportunities and Assessment Arrangements

Students who have a disability or learning difficulty of any kind may find learning is more of a challenge and therefore require additional support. At West Highland College UHI we recognize these challenges are individual to you, therefore we try to ensure that the support given is designed to suit you. The Extended Learning Support team are here to provide additional support, assistive technology and/or assistive materials as well as confidential guidance.

Support is available if you have any of the following:

* Specific learning difficulties e.g. dyslexia
* Attention deficit disorder (ADD)
* Sensory or hearing impairment
* Mental Health Issues

**How to contact us.**

You can contact Learning Support Staff through your lecturer or make an appointment to see us through Student Services.

## Assessment timetable

|  |  |  |
| --- | --- | --- |
| **Unit Title** | **Date** | **Lecturer** |
| F1KR 11 Computing: Computer Hardware and Systems | 7/10/2016 | Lewis Sturrock |
| F1KW 11 Digital Media: Still Images | 7/10/2016 | Lewis Sturrock |
| H614 45 Computing: Website Design Graphics | 7/10/2016 | Lewis Sturrock |
| F1KT 11 Digital Media: Audio Editing | 21/01/2017 | Lewis Sturrock |
| F1KV 11 Digital Media: Video Editing | 21/01/2017 | Lewis Sturrock |
| F182 11 Computing: Website Design and Development | 21/01/2017 | Mike Pitt |
| F1KS 11 Computing: Digital Media Elements for Applications | 21/01/2017 | Lewis Sturrock |
| F180 11 Computing: Interactive Multimedia for Website Design | 21/01/2017 | Lewis Sturrock |
| F182 11 Computing: Website Design and Development | 21/01/2017 | Lewis Sturrock |
| H7E9 45 Information literacy | 7/10/2016 | Lewis Sturrock |
| H7EB 45 Social Media Literacy | 21/01/2017 |  |
| H7EA 45 Network Literacy | 21/01/2017 | Lewis Sturrock |
|  |  | Lewis Sturrock |
| F1KB 11 Animation Fundamentals | 24/03/2017 | Lewis Sturrock |
| FN91 11 3D Modelling and Animation: An Introduction | 24/03/2017 | Lewis Sturrock |
| F916 11 Computer Games: Media Assets | 24/03/2017 | Lewis Sturrock |
| F915 11 Computer Games: Design | 29/05/2017 | Mike Pitt |
| H6S9 45 Computing: Applications Development | 29/05/2017 | Lewis Sturrock |
| H6S7 46 Computing: Project | 29/05/2017 | Lewis Sturrock |
|  |  | Lewis Sturrock |
| F3GF 10 Numeracy | 29/05/2017 | Lewis Sturrock |
| F3GB 10 Communications | 29/05/2017 |  |

## Feedback

Feedback is the information you receive about your assessment by the assessor. Your work will be marked and normally feedback given within two weeks from the date of submission. Feedback provides you with information about what you have done well in your submission, what is not good about your work and what you can do to improve your work. This is sometimes referred to as feed-forward because it shows you how to move on.

You may receive feedback in a number of ways including: verbal feedback from your lecturer and/or written feedback on your Assessment Cover Sheet. Please make sure you ask your lecturer about any feedback you don’t understand. It is important that you use your feedback to improve your understanding of the subject you are studying and what is expected by each mode of assessment.

## Roles of Candidates, Assessors and Internal Verifiers and External Verifiers

Assessment is the formal way in which we evaluate your attainment of knowledge, understanding and skills. There are a number of people who will play a key role in assessment: the candidate, the assessor, the Internal Verifier (IV) and the External Verifier (EV).

* The candidate simply means you, the student. You have a duty to comply with all assessment instructions specified in your assessment materials.
* The assessor is the member of staff who is responsible for judging and recording candidate evidence. This is normally your unit lecturer.
* The IV is an experienced subject expert who ensures that assessors apply standards of assessment uniformly and consistently.
* The EV is a person appointed by the SQA who is responsible for the quality assurance of a centre’s provision and for ensuring standards of assessment are applied uniformly and consistently across centres.

## Malpractice

The term ‘malpractice’ covers any deliberate actions, neglect, default or other practice that compromises the assessment process or the integrity of an SQA qualification, the validity of an SQA certificate, or the reputation and credibility of SQA.

The following are only a few examples of student malpractice:

* Plagiarism – failure to acknowledge sources properly and/or the submission of another person’s work as if it were the student’s own.
* Collusion with others when an assessment must be completed by individual students.
* Copying from another student (including using ICT to do so)
* Personation – pretending to be someone else.
* Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence.
* Frivolous content – producing content that is unrelated to the assessment.
* Unauthorised aids – physical possession of unauthorised materials (including mobile phones, MP3 players, notes etc.) during the internal assessment.
* Inappropriate behaviour during an internal assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language.

Click on the link to see the full [Malpractice Policy](http://staff.whc.uhi.ac.uk/Downloads/All-Policies/Malpractice-Policy.pdf)

## Appeals

West Highland College UHI will allow any student the right to appeal against decisions for Internal Assessment and External (Vocational) Assessment decisions. Students have a right to appeal to SQA after the internal appeals process has been exhausted. Students have a right to appeal to SQA where:

* The centre has conducted its own investigation and the student disagrees with the outcome.
* SQA has asked the centre to conduct an investigation and the student disagrees with the outcome.
* SQA conducts its own investigation and the student disagrees with our decision.

Click on the link to see the full [Appeals Policy and Procedure](http://staff.whc.uhi.ac.uk/Downloads/All-Policies/Appeals-Policy-Pol-Proc.pdf)

## Complaints

West Highland College UHI is committed to providing an excellent education and high quality services to our students from enrolment to graduation.

We value complaints and use information from them to help us improve our services.

If something goes wrong or you are dissatisfied with our services, please tell us. The Complaints policy describes our complaints procedure and how to make a complaint. It also tells you about our service standards and what you can expect from us.

Click on the link to see the following documents: [Student Support - Complaints](https://www.whc.uhi.ac.uk/students/students/student-support#tab6)

* Complaints Handling Procedure
* WHC Complaints Handling Procedure – Guide for Students
* FAQs Complaints
* WHC UHI Complaints Form

# Communication during the Course

## Lecturer

There are many different ways that we will keep in contact with you. For a list of key staff contacts in the college, please see the college handbook. There are many different ways to find out about what is going on during the course.

* **Facebook**

There is a face book site for the College. This is perfect for regular updates and seeing what is happening. You can chat to other students and it is also a great forum to share pictures and videos. Don’t forget though that this is a college site and still comes under the JANET ICT user policy. Please be aware that you are posting on a college website and any inappropriate posts will be dealt with through the college disciplinary policy.

* **Notice Boards**

Inside the classroom is the course notice board which will contain specific information that is related to this programme and is well worth checking as you walk past each day.

* **Email**

Please monitor your college email address constantly during the course. You will be shown during induction week how to access this remotely from college; many important communications will come via this channel. You will be sent email to your college account only.

## Student Voice

### Class Representative

You can become a class representative. We ask for two people from each class to put themselves forward as a class rep each year. You will receive training on how to carry out this role and then you’ll attend monthly class rep meetings, we’ll even give you lunch. This gives you the chance to meet up with the other class reps and see if there are any common issues which all the courses are having eg something about the building or the library or VC’s or whatever, or if there is anything specific which your classmates have a concern about which you want to bring up, but you don’t necessarily want to do with teaching staff present then this is your opportunity to discuss things in a safe environment. Any issues will be passed to me in the Student Services Office and I will try to resolve these for you. You will also be asked to attend Course Committee Meetings with the teaching staff on your course and this is your opportunity to raise any academic concerns you might have. Your lecturer will be asking for nominees or volunteers within the first couple of weeks of the course.

We are also keen to have your input at a strategic level and are looking for students to sit on some of the College Committees like the Board of Management or the sub boards, the Quality and Academic Standards Committee, the Health and Safety Committee or the Estates and Facilities Committee. This would give you the opportunity to have a say at a strategic level of how the college operates.

### Student Representative

As a student with the university you'll have the opportunity to get involved in representing your fellow students’ interests in a variety of ways by becoming:

* + A course or subject network representative
  + A member of the HISA committee

This can help you to contribute to the development of the university as well as gain valuable personal skills and experience. Taking part in any of these student activities can also offer you the possibility of travelling around the Highlands and Islands, making a real difference to the lives of the students you represent, and enhancing your CV through training and experience. The skills and capabilities you develop will help you in whatever you do after your time here.

Visit the HISA website for more information: [www.hisa.uhi.ac.uk](http://www.hisa.uhi.ac.uk/)

## Summary of Course Staff Contact Details

*For all other college contacts see College handbook - For more information see staff profiles*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Name** | **Teaching on Units / Awards** | **Phone** | **Email** |
|  | Lewis Sturrock | All | 01397 874 000 | [Lewis.sturrock.whc@uhi.ac.uk](mailto:Lewis.sturrock.whc@uhi.ac.uk) |
|  | Mike Pitt | Core Skills | 01397 874 222 | Michael.pitt.whc@uhi.ac.uk |

# Other Documents Related to this Course

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Title** | **Author** | **Location** |
|  | Academic Calendar | UHI | <http://www.whc.uhi.ac.uk/search?SearchableText=ACADEMIC+CALENDAR> |
|  | Student Handbook | West Highland College UHI | <http://www.whc.uhi.ac.uk/students/induction/student-handbook-2015-16.pdf> |
|  | Study Skills | West Highland College UHI | <http://www.whc.uhi.ac.uk/students/induction/study-skills> |
|  | Student Hub (UHI Records) | West Highland College UHI | <https://www.studentjourney.uhi.ac.uk/urd/sits.urd/run/siw_lgn> |
|  | [UHI Induction](http://induction.uhi.ac.uk/) **Essential Student Skills**   * Using technologies * Becoming an effective learner * Core skills * Assessment * Preparing for work * Learning with us | UHI | <http://induction.uhi.ac.uk/> |

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*Please forward any comments and enquiries to either the College or the Course Leader*