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| Stay at Home Music |
| Project Vision Document | |
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# Introduction

Stay at Home Music is a small company which presents music teachers to families who cannot travel to a studio for lessons. Currently, Stay at Home Music has no scheduling system – teacher’s schedules are created via MS Word documents and are distributed via e-mail, which can open a number of problems in terms of communication and time management.

## Purpose

This document will outline an approach to solving this issue with a web-based scheduling application. The application will allow the owner of SAHM to schedule appointments for the teachers; will allow teachers to view and manage their own lessons; and will provide information to the parents on the teachers as well as their alternative availability (in the event that either need to reschedule a lesson).

## Scope

The scope of this project will cover a solution to the issue presented in the introductory section of this document. Exclusively, this project will include the documentation and development of the scheduling application – it will exclude the deployment and maintenance for this system – the solution determined within this project is not expected to be implemented whatsoever.

### In Scope

Stay at Home Music Scheduling System (For a more in depth high-level definition of the project scope, please refer to section 2 of the High Level Requirements Document, as mentioned in the 1.4 References section of this document)

### Out of Scope

The implementation, deployment, and maintenance of this solution will be excluded from the scope of this project.

## Definitions, Acronyms, and Abbreviations

This section explains all of the terms and abbreviations that are being used in this document, for those who are unfamiliar with them. Not everybody who reads this document will understand all of the terms, so this section is helpful.

|  |  |
| --- | --- |
| Term | Explanation |
| SAHM | Stay at Home Music – this refers to the name of the company for which this project supports. |
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|  |  |
|  |  |

## References

| Reference File Name | Version | Description |
| --- | --- | --- |
| Stay at Home Music High Level Requirements Document | 1.0 | This document outlines the high level requirements for the Stay at Home Music project.. |
|  |  |  |

This section also contains links to all other places that were referred to in this document. These may include:

* Web sites
* URLs or network locations

|  |  |
| --- | --- |
| Name | Link |
| Stay at Home Music current website | www.stayathomemusic.ca |
|  |  |

# Positioning

## Business Opportunity

Stay at Home Music’s current scheduling practices are outdated and inefficient, and further lead to many scheduling issues/disputes. A possible solution would be to provide the business the ability to visualize the availability of the teachers. Furthermore, many of the teachers only teach part time – they have other obligations during the day which make them unable to teach at certain times.

This creates a business opportunity – SAHM could highly improve internal efficiencies by implementing a scheduling system which will allow the teachers to provide their availability and allows the business owner to both visualize the availability of all teachers, and schedule lessons accordingly.

## Problem Statement

The problem of Stay at Home’s inefficient scheduling system affects the business owner, the teachers and also the parents who have lessons scheduled; the impact of which is potential missed lessons and opportunities. A successful solution would be a web-based scheduling application which will provide easier communication between the teachers and business owner and allow the business owner to visualize the availability of teachers and schedule accordingly.

## Product Position Statement

|  |  |
| --- | --- |
| For | Elliott Bernstein, Business Owner |
| Who | needs a better way to schedule lessons for his teachers |
| The SAHM Scheduling System | is a Scheduling System |
| That | allows Elliott’s teachers to input their availability and allows Elliott to visualize the teachers’ schedules |
| Unlike | his current solution, Microsoft Word and Email |
| Our product | provides the visualization of teachers’ schedules and allows Elliott to communicate lessons more efficiently. |

Table 2 Product Position Statement

## SWOT Analysis

|  |  |
| --- | --- |
| Strengths | Weaknesses |
| Ease of use for all parties involved. | Solution lacks uniqueness – there are many alternatives which perform the same actions. |
| Small company, so the initial data load would be easily surmountable. | Requires existing data to be loaded into the system, which could be inconvenient to the business. |
| Customizable data fields |
| Little to no personal data required for this purpose, so there is low chance of a high-risk security breach. |
| **Opportunities** | **Threats** |
| Nearly all of SAHM is tightly coupled with scheduling, so this application could extend to cover other business aspects (i.e. automatic payment, self-scheduling, tie the application to the website). | This solution will be highly ineffective if the parties involved do not make use of it. |
| Developments to Cloud Computing could make some IaaS a simpler solution for the business owner to implement himself. |

Reference: <https://www.businessballs.com/strategy-innovation/swot-analysis/>)

# Stakeholder and User Descriptions

## Stakeholder Summary

| Stakeholder Name | Represents | Role |
| --- | --- | --- |
| Elliott Bernstein, business owner of SAHM | Elliott is the owner of the company and also the entity who schedules lessons for teachers/clients. | Elliott’s role in this project will be as a business owner – he will represent the company and eventually provide sample data for testing of the application. |
| Adam Publicover, Freelance Music Teacher | Adam is a teacher within the company who routinely is scheduled lessons not within his availability. | Adam is part of the team working to support this project, and will also act as a product owner because of his previous contact with the business owner. |

Table 3 Stakeholder Summary

## User Summary

| User Name | Description | Responsibilities | Stakeholder |
| --- | --- | --- | --- |
| Elliott Bernstein | As mentioned in 3.1, Elliott is the business owner of SAHM. | Elliott’s responsibilities will include negotiating lesson times with the Parents and scheduling lessons to the teachers. | This user is represented in 3.1. |
| Adam Publicover | Teacher | Adam’s responsibilities will be to input his availability within the system so that Elliott can visualize his availability and schedule him lessons accordingly. | This user is represented in 3.1 |
| Parent | Client | The Parent’s responsibilities will be to negotiate lessons with Elliott, and they can view availability of their teachers. | This user is represented by Elliott Bernstein |

Table 4 User Summary

# Stakeholder Requirements

| ID | Requirement | Stakeholder |
| --- | --- | --- |
| R001 | Application must allow for teacher’s to input their availability. | Adam Publicover |
| R002 | Application must allow Elliott Bernstein to schedule his teachers lessons in accordance with their displayed availability. | Elliott Bernstein |
| R003 | Parents must be able to view the availability of the teachers who teach lessons to the parents’ children. | Parent |
| R004 | Teachers must be able to flag any lessons which may cause an issue in scheduling with the teachers. | Adam Publicover |

Table 5 Stakeholder Requirements

# System Features

| ID | Feature | Stakeholder Requirement ID |
| --- | --- | --- |
| F001 | Application must allow the teachers the ability to input their availability to teach lessons with SAHM. | R001 |
| F002 | Application must allow the teachers the ability to change and edit their availability if necessary. | R001 |
| F003 | Application must allow the business owner the ability to view the availability which a teacher has entered. | R002 |
| F004 | Application must allow the business owner the ability to schedule lessons for his teachers in accordance with that teacher’s availability. | R002 |
| F005 | Application must allow parents the ability to view the availability of teachers whom they have scheduled lessons with. | R003 |
| F006 | Application must allow teachers to flag any lessons which they have been scheduled in the event that the lesson does not work with their schedule. | R004 |

Table 6 System Features

# Assumptions

|  |  |
| --- | --- |
| Assumption Code | Assumption |
| A001 | This document makes the assumption that many of the teachers have other obligations outside of teaching. I.e., many teachers have full time jobs or studies. |
| A002 | This document makes the assumption that the teachers or parents will have occasional obligations which will interfere with normal scheduled lesson times, and this is the reason for both R004 and F006. |

# Constraints