Individuele project verantwoording

Afbeelding met persoon, kleding, kruid, Bloemenontwerp

Automatisch gegenereerde beschrijving

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| Coen de Vries, Miguel Kuin, Aaron Wesselius, Selim Rencber |
| HAINFVT2A PG3 |
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| Annemarie Burger |

Inhoud

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# Group Assessment

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|  | **Criterion** | **Type** | **Points (max.)** | **Part** |
| **A.** | **The application uses a NoSQL database as a data storage technique.** | **Group** | **5** | **Design** |
|  | MongoDB Atlas is used to provide a NoSQL database used to store the data |  |  |  |
| **B.** | **The application is powered by a contemporary (modern) programming language (e.g. C#, Java, PHP)** | **Group** | **5** | **Design** |
|  | C# with WinForms is used to develop the program |  |  |  |
| **C.** | **The application uses common design patterns/best practices for programming and designing.** | **Group** | **5** | **Design** |
|  | In the application the MVC pattern and layered architecture are used |  |  |  |
| **D.** | **The application has a built-in rights management system to differentiate between end-users and servicedesk employees.** | **Group** | **5** | **Implementation** |
|  | The employee class has an enum “UserType” which dictates what different users are allowed to do |  |  |  |
| **E.** | **The application has clustered queries (transactions) to prevent inconsistencies in the data.** | **Group** | **5** | **Implementation** |
|  | Using the logic layer of the layered architecture it is ensured all data is consistent |  |  |  |
| **F.** | **The application has the same user flow as required by the client (Garden Group).** | **Group** | **5** | **Implementation** |
|  | By analyzing the project assignment all required functionalities could be developed |  |  |  |
| **G.** | **The application has an esthetic design that improves user experience.** | **Group** | **5** | **Implementation** |
|  | By building on top of the Axure prototype a esthetic design has ben developed |  |  |  |
| **H.** | **The application has the functionality to add, remove, update or delete (CRUD) incident support tickets.** | **Group** | **5** | **Implementation** |
|  | Needed to support all functionalities all employees and tickets can be fully modified, created, deleted and read. Following the given rules (item D) |  |  |  |
| **I.** | **The application has the functionality to show a dashboard of current tickets (personalized to the roles of ‘users’ and ‘employees’).** | **Group** | **5** | **Implementation** |
|  | By following the Axure prototype and realizing the design a dashboard has been implemented which follows the rules of the given functionalities (item D) |  |  |  |
| **J.** | **The database is stored online on a publicly available cluster existing of 3 nodes at minimum with at least 1 database, 2 collections (tables) and 100 documents (rows) for each collection (table).** | **Group** | **5** | **Implementation** |
|  | MongoDB naturally creates 3 nodes to store data on, we have one Ticket collection and one Employee collection, both are filled with at least 100 documents of test data |  |  |  |

# Individual Assessment

## Coen de Vries

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| **Criterion** | **Type** | **Points (max.)** | **Part** |
| **The student can prove that he has made a significant contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
| At the start of the project tasks have been devided, I was responsible for: Create Model (User, employee, service desk, …), ServiceDesk: CRUD on tickets, Transfer a ticket to another person |  |  |  |
| **The student can prove that the application would not have worked without his contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
| Without the code I added there would be no way to use the CRUD functionalities on tickets |  |  |  |
| **The student can *elaborate on*/*demonstrate* choices made during the development process.** | **Individual** | **10** | **Evaluation** |
| During project assessments at the end of a living lab I could explain what I have done and why I did it, also I added code to explain how and why certain things work |  |  |  |
| **The student can elaborate on the methods (ERD, EER, UML) used during the design/development process.** | **Individual** | **10** | **Evaluation** |
| By helping and implementing the ERD I was able to make an efficient data structure for the manipulation of tickets |  |  |  |
| **The student has created an additional functionality that wasn’t previously described as a requirement by the client (Garden Group).** | **Individual** | **10** | **Synthesis** |
| The “Transfer a ticket to another person” functionality has been added to add an extra functionality on top of the requirements |  |  |  |

## Aaron Wesselius

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| **Criterion** | **Type** | **Points (max.)** | **Part** |
| **The student can prove that he/she/xe/ze has made a significant contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
|  |  |  |  |
| **The student can prove that the application would not have worked without his/her/xer/zir contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
|  |  |  |  |
| **The student can *elaborate on*/*demonstrate* choices made during the development process.** | **Individual** | **10** | **Evaluation** |
|  |  |  |  |
| **The student can elaborate on the methods (ERD, EER, UML) used during the design/development process.** | **Individual** | **10** | **Evaluation** |
|  |  |  |  |
| **The student has created an additional functionality that wasn’t previously described as a requirement by the client (Garden Group).** | **Individual** | **10** | **Synthesis** |
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## Miguel Kuin

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| **Criterion** | **Type** | **Points (max.)** | **Part** |
| **The student can prove that he/she/xe/ze has made a significant contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
|  |  |  |  |
| **The student can prove that the application would not have worked without his/her/xer/zir contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
|  |  |  |  |
| **The student can *elaborate on*/*demonstrate* choices made during the development process.** | **Individual** | **10** | **Evaluation** |
|  |  |  |  |
| **The student can elaborate on the methods (ERD, EER, UML) used during the design/development process.** | **Individual** | **10** | **Evaluation** |
|  |  |  |  |
| **The student has created an additional functionality that wasn’t previously described as a requirement by the client (Garden Group).** | **Individual** | **10** | **Synthesis** |
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## Selim Rencber

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| **Criterion** | **Type** | **Points (max.)** | **Part** |
| **The student can prove that he/she/xe/ze has made a significant contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
|  |  |  |  |
| **The student can prove that the application would not have worked without his/her/xer/zir contribution to the application’s code.** | **Individual** | **10** | **Implementation** |
|  |  |  |  |
| **The student can *elaborate on*/*demonstrate* choices made during the development process.** | **Individual** | **10** | **Evaluation** |
|  |  |  |  |
| **The student can elaborate on the methods (ERD, EER, UML) used during the design/development process.** | **Individual** | **10** | **Evaluation** |
|  |  |  |  |
| **The student has created an additional functionality that wasn’t previously described as a requirement by the client (Garden Group).** | **Individual** | **10** | **Synthesis** |
|  |  |  |  |