# Southampton Solent University

# Assessment Brief

# Assessment Details

|  |  |
| --- | --- |
| Unit Title: | Software Systems Development |
| Unit Code: | COM600 |
| Unit Leader: | Dr Brian Dupée |
| Level: | FHEQ level 6 |
| Assessment Title: | Multimedia Presentations |
| Assessment Number: | AE1 |
| Assessment Type: | Presentation |
| Restrictions on Time/Length : | 4 Minutes (x4) |
| Individual/Group: | Individual |
| Assessment Weighting: | 40% |
| Issue Date: | 22nd January 2018 |
| Hand in Date: | 13th April 2018 |
| Planned Feedback Date: | 4th May 2018 |
| Mode of Submission: | Online |
| Number of copies to be submitted: | N/A |
| Anonymous Marking | This assessment is exempt from anonymous marking. |

**Assessment Task**

Produce four short (4 minutes) multimedia presentations on your choice of the following topics:

1. How Agile Development Methods and Artefacts, such as SCRUM meetings, Product Backlog, Burndown Charts etc., are being used to support the management of the software development exercise.
2. How expanded use cases are being used to both identify requirements and to organise the management of the software development exercise.
3. How Robustness Diagrams and Sequence Diagrams are being used to improve both use cases and the domain model of the software development exercise.
4. How CRC cards are being used to assign responsibilities to classes and thus aid the design and development of the software.
5. How the Model View Controller (or MVVM) pattern is being used to assign responsibilities to classes and thus aid the design and development of the software.
6. How GRASP Architectural patterns, such as Creator, Information Expert etc., are being used to assign responsibilities to classes and thus aid the design and development of the software.
7. How GoF design patterns, such as Singleton, Facade, Factory, Observer etc., are being used to assign responsibilities to classes and thus aid the design and development of the software.
8. How automated test tools such as Junit, NetBeans or TestExplorer are being used to verify all stages of code production.
9. How both Documentation Management and Version Control are being used to support the management of the software development exercise.

The assumption is that you should show how the specific topic is being used within the software development exercise (Game Café) that is part of this unit.

The supporting seminar programme itself divides a tutorial cohort into sub-groups. For each seminar session, one of these groups will collaborate in research, preparation, composing and delivering related topics within a software development context linked to one or more of the topics above; the other groups will listen to the presentations and join in a discussion. The groups swap roles at each seminar session.

**Assessment criteria**

See attached grid.

**Learning Outcomes**

This assessment will enable students to demonstrate in full or in part the learning outcomes identified in the unit descriptors. The specific learning outcomes addressed by this assessment are as below.

**Knowledge and Understanding**

K1 Explain and discuss industry-recognised architectural patterns, design patterns, code idioms and other heuristics relevant to the development of larger-scale software systems.

**Transferable and Key Skills**

T1 Research a given topic and discuss the outcomes.

T2 Create a multimedia presentation.

**Late Submissions**

Students are reminded that:

1. If this assessment is submitted late i.e. within 5 working days of the submission deadline, the mark will be capped at 40% if a pass mark is achieved;
2. If this assessment is submitted later than 5 working days after the submission deadline, the work will be regarded as a non-submission and will be awarded a zero;
3. If this assessment is being submitted as a referred piece of work (second or third attempt) then it must be submitted by the deadline date; any Refer assessment submitted late will be regarded as a non-submission and will be awarded a zero.

<http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-2/2o-assessment-policy-annex-1-assessment-regulations.pdf?t=1411116004479>

**Extenuating Circumstances**

The University’s Extenuating Circumstances procedure is in place if there are genuine circumstances that may prevent a student submitting an assessment. If students are not 'fit to study’, they can either request an extension to the submission deadline of 5 working days or they can request to submit the assessment at the next opportunity (Defer). In both instances students must submit an EC application with relevant evidence. If accepted by the EC Panel there will be no academic penalty for late submission or non-submission dependent on what is requested. Students are reminded that EC covers only short term issues (20 working days) and that if they experience longer term matters that impact on learning then they must contact a Student Achievement Officer for advice.

A summary of guidance notes for students is given below:

<http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-4/4p-extenuating-circumstances-procedures-for-students.pdf?t=1472716668952>

**Academic Misconduct**

Any submission must be students’ own work and, where facts or ideas have been used from other sources, these sources must be appropriately referenced. The University’s Academic Handbook includes the definitions of all practices that will be deemed to constitute academic misconduct. Students should check this link before submitting their work.

Procedures relating to student academic misconduct are given below:

<http://portal.solent.ac.uk/support/official-documents/information-for-students/complaints-conduct/student-academic-misconduct.aspx>

**Ethics Policy**

The work being carried out by students must be in compliance with the Ethics Policy. Where there is an ethical issue, as specified within the Ethics Policy, then students will need an ethics release or an ethical approval prior to the start of the project.

The Ethics Policy is contained within Section 2S of the Academic Handbook:

<http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-2/2s-university-ethics-policy.pdf>

**Anonymous Marking**

A copy of the University’s Policy on Anonymous Marking, process details and student guidance on submission sheet completion can be found on the following links, which are also uploaded on the Student Portal.

Fact Sheet: <http://portal.solent.ac.uk/documents/academic-services/policies-procedures-guidelines/anonymous-marking-fact-sheet.pdf>

Process: <http://portal.solent.ac.uk/documents/academic-services/policies-procedures-guidelines/anonymous-marking-process.pdf>

**Grade marking**

The University uses a letter grade scale for the marking of assessments. Unless students have been specifically informed otherwise their marked assignment will be awarded a letter grade. More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

Policy: <http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-2/2o-assessment-policy.pdf>

**Software Systems Development – Multimedia Presentation Criteria Grid**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S, F3 – F1** | **D3 – D1** | **C3 – C1** | **B3 – B1** | **A4 – A1** |
| **Depth of Knowledge and Understanding (Learning Outcomes K1 & T1)** | | | | |
| Fails to show sufficient understanding of the topic or the relevance of the subject matter. | Satisfactory understanding of the application of fundamental subject matter, but lacking in breadth or depth. | Demonstrates good subject knowledge and understanding of the key concepts relevant to the application of the topic to software development practice. | Possesses detailed subject knowledge and understanding of a range of concepts relevant to the application of the topic to software development practice. Evidence of specialisation in depth. | Shows a comprehensive and detailed knowledge of the topic and how it is applied to software engineering. Has a deep understanding of the wider context of the topic. |
| **Presentation (Learning Outcome T2)** | | | | |
| Fails to present relevant material in accordance with guidelines. | Meets the guidelines for the presentation.  Poor use of referenced material. | Provides a coherent framework for the subject in hand, communicates content effectively.  Reasonably referenced. | Forms a coherent whole and is consistent in its reasoning and presentation of fact  Good referencing. | No errors of reasoning or fact, extensive reference to appropriate literature, detailed and coherent presentation |