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FIT5136 S1 2024

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Ed Lessons

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Assessment 1: Requirement Gathering, Analysis, and Planning

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Assessment 1: Requirement Gathering and Analysis

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Last update: 28/Feb/2024

Weighting: 15%

Due date: 5 pm 22nd March (Friday End of Week 4)

Type: Group Assessment

Learning outcomes: This assessment supports the following unit learning outcomes (ULOs)

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Describe and differentiate the various phases of the SDLC, including requirements gathering, design, implementation, testing, deployment, and maintenance;

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Design and document software architecture using appropriate diagrams and notations;

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Effectively work and communicate in team-based software development projects;

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Guidance for the use of Generative Artificial Intelligence (more details [here](#))

Generative AI tools cannot be used in this assessment task. In this assessment, you must not use generative artificial intelligence (AI) to generate any materials or content in relation to the assessment task.

Assessment overview

In this assessment, you will act as a Product Owner (PO) responsible for determining and managing the Product Backlog of a software development project. You will be required to analyse the project requirements, define and create the Product Backlog based on a project requirement document, create user stories according to the requirements, write acceptance criteria for each user story, create a digital prototype, and finally present the results of your requirement gathering and analysis to your client.

Assessment details

This is the first of four assignments that go together to comprise a major project. This assignment is worth 15% of your unit marks. You will be making decisions that will govern how your team will go about the process of developing software: you'll decide on the language and tools to use, you'll decide how to keep track of the time you're spending, and you'll decide how to communicate your progress to stakeholders outside your team. If you make good decisions, you'll find it easier to implement your project later on. If you make poor decisions, you will be able to change your mind later – but this may come at the cost of having to re-do your work.

Context: Your applied session facilitator (aka. Workshop mentor) is your client, and should be the source of your requirements. Do not assume that the lack of detailed requirements in this project requirement document means that you can safely make them up without consulting your client! It is not okay to assume that they don't matter, just because they haven't been written in this document explicitly.

Agile projects rely on communication and collaboration. One of our objectives in this unit is to give you some practice with eliciting requirements from client representatives and negotiating with them about the scope of your project, and you don't get to do that if you're handed the requirements upfront. You will get a chance to get detailed requirements from your product owner in Weeks 2-4 through client interviews via EdStem to get requirements clarified.

Task 1: Analyse the project requirements, and create user stories, and acceptance criteria. (10%)

In this task, you use Trello, which is a web-based project management and collaboration tool, to document the project requirements. Please create user stories relevant to the project and add each of them to the Trello board as an individual card. Please note that we have chosen Trello for documenting user stories and acceptance criteria, so that you can re-use it in future assignments for planning and managing your project.

You are expected to write seven user stories. Your report should contain user stories along with their acceptance criteria. You can use the templates provided in the week 3 lecture (like the one shown in Figure 1 below). Additionally, it's recommended to create a Trello card for each user story (similar to Figure 2 below). This helps in organising and managing tasks effectively. Follow this instruction on how to use Trello: [How to use Trello to manage your team project?](#)

Please note that Task 1 is required for the report submission, while the Trello card creation is not mandatory for assessment 1 submission.

Task 1.1: Writing User Stories

The user stories must be clear, concise, actionable, and written in the defined format of '(Feature Name) As a [X], I want to [Y], so that [Z]'. You must apply the INVEST principles when creating each user story. You are expected to write seven user stories based on the Project Requirements document. Each user story should be categorised as a Functional requirement or a Non-Functional requirement.

Task 1.2: Writing Acceptance Criteria

The acceptance criteria for each user story card must specify the conditions for it to be considered complete. Record this information in 'Description' -> 'Acceptance criteria'.

Level of detail	Monash's LMS example
Vision	'To revolutionise online education by providing a user-friendly and comprehensive LMS platform that empowers educators and learners with interactive, and data-driven learning experiences.'
Goals	'Our primary goal is to increase student engagement and improve learning outcomes by 20% within the next academic year.'
Outcomes	'The expected outcome of our LMS implementation is a significant reduction in dropout rates, a 15% increase in student retention, and improved learning outcomes.'
Epic / Themes	'Enhanced Learning Experience': This epic involves redesigning the LMS user interface to improve the onboarding experience for both educators and learners, streamline navigation and make it more intuitive, thereby enhancing the overall user experience.
Features	<p>Feature 1: 'Streamlining Course Creation'</p> <p>Feature 2: 'Personalised Learning Pathways'</p>
User Stories	<p>Feature 1: 'Streamlining Course Creation' – As an educator, I want to be able to easily create and manage quizzes within the LMS so that I can provide timely feedback on student work.</p> <p>Acceptance Criteria:</p> <ul style="list-style-type: none"> The platform should allow educators to upload various file types, including documents, videos, and presentations. Educators should be able to create quizzes with different question types and set due dates for assignments. There should be an intuitive interface for organising course materials and modules. <p>Feature 2: 'Personalised Learning Pathways' – As a student, I want the LMS to recommend personalised learning pathways based on my performance to optimise my study time and improve my understanding of the subject matter.</p> <p>Acceptance Criteria:</p> <ul style="list-style-type: none"> The platform should gather data on learners' performance and use it to suggest additional resources, quizzes, or review materials. Learners should have the option to choose their preferred learning style, such as video tutorials, interactive simulations, or text-based resources. Recommendations should adapt as the learner progresses through the course.

Figure 1 - Requirement Analysis report templates



(Feature Name) As a [X], I want to [Y], so that [Z]

in list Backlog

Members

MW

+

Labels

Functional requirements

+

Notifications

Watching

✓

Due date

Mar 29 at 5:57 PM

▼



Description

[Functional requirements]

Feature x.x

Description xxxxxxxx

Acceptance criteria:

- 1. xxxxxxxx
- 2. xxxxxxxx
- 3. xxxxxxxx
- 4. xxxxxxxx

Importance: High: <a brief justification>



Item Details

Visible Field

Background

Importance

High

Team

Operations Team

Requestor

Add text...

Work

Remaining

2

Estimate

12

Progress

75%

Figure 2- The screenshot of a Trello card containing a user story and its acceptance criteria

Task 2: Design a digital prototype and Presentation (5%)

Task 2.1: Digital a digital prototype using LucidChart

Please use LucidChart to create a prototype of a software product. The prototype should focus on user experience (UX) and the correct flow of events. To enhance the user experience, you are required to incorporate one set of usability design principles from either Donald Norman's six principles or Ben Shneiderman's eight principles and discuss how they are aligned with the selected principles.

Task 2.2: Presentation (on Week 5)

During the presentation, you will explain the UI screens, the flow of events, and how you have adhered to the selected usability design principles.

The presentation should not exceed 10 minutes, and you are encouraged to use Google Slides. Each team member must contribute to the presentation slides. If a team member is absent, the team can still present, but the absent member will receive a score of 0. During your presentation, the team should present:

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Context: What is this project about? Team Number, Student IDs, Photo profile.

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Present your digital prototype, the high-level flow of the application, and how it aligns with the usability design principles. There could be multiple UI screenshots.

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Pick up an example user story, then present the acceptance test criteria together with the UIs.

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As a team, you should make sure the content is readable. You will present this to one of your clients. If required, your client will ask questions related to your prototype. All the team members should contribute to the design of the UI screens and prepare for the presentation. You should include the LucidChart shareable link in the slides as well.

Moodle Submission

Students should submit the following files compressed in a single zip file:

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The group coversheet (also available on [Moodle] > [Assessments]) in a PDF format, named as FIT5136_S1_2024_Appliedxx_TeamX_A1-groupcoversheet.pdf, where X is the team number.

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assignment-cover-group.doc

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A report in the PDF format, named as FIT5136_S1_2024_Appliedxx_TeamX_A1-requirement.pdf, where X is the team number.

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The presentation slides in a PDF format, named as FIT5136_S1_2024_Appliedxx_TeamX_A1-presentation.pdf, where X is the team number.

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Please note that each student in each group needs to do the submission individually. Team members are expected to submit the exact version of the report/presentation slides in PDF format.

Peer review in a group assignment (on Week 5)

[Feedback Fruit Peer assessment](#) will be performed to gauge the individual contributions to the group assignments. It will be used as an adjustment factor to an individual's grade based on the teammate's evaluation. Feedback Fruit will be made available on Week 5 from Monday to Friday. You must complete it only after your team has made the submission on Moodle and have presented the prototype. If the whole team did not complete Feedback Fruit, it would result in the entire assessment being awarded a 0 mark.

Rubrics

Please refer to [the rubric](#).

Special Consideration Procedure

Eligibility

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Short extensions are not available for group assessments, in-class tests/assessments (including presentations), practical assessments (including laboratories), mid-semester tests, or scheduled final assessments. For these assessment types students must instead apply for special consideration

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Special consideration is available for students who are unable to undertake or complete an assessment task due to immediate and exceptional circumstances beyond their control

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Special consideration will not be granted for:

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voluntary representation at club or society activities;

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losing access to the learning management system because a compulsory module/s was not completed by the due date;

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misreading the assessment submission date, including the final scheduled assessments timetable;

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information technology or communication technology related issues that could have been prevented, or the effects minimised, with reasonable diligence by students (e.g. uploading correct files, allowing sufficient time to upload, ensuring the equipment is suitable, failing to save or back up documents or files);

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scheduled final assessments, where students experienced a technical issue such as a brief interruption to power and/or internet service provision, and where the issue was resolved and the student received additional time to complete the assessment;

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supplementary assessments; or

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rescheduled deferred assessments.

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Students are not eligible if at the time of applying they have:

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already submitted the assessment task for marking;

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already performed an assessment task e.g. presentation, labs; or

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attended or attempted the whole or part of a scheduled final assessment.

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An application will be considered by the Senior Director, Student Services (or delegate) when students are determined to be unfit to continue by a medical professional at the assessment venue (or online equivalent).

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The dean (or delegate) of the teaching faculty may approve certain assessment types that are not available for special consideration. This will be recorded in the unit entry of the Handbook. Students who are unable to complete an assessment task of this type must contact the chief examiner (or delegate) who will determine alternative arrangements.

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Applying for special consideration

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Eligible students must submit an application and supporting documentation via [the special consideration application form \(https://forms.monash.edu/special-consideration\)](https://forms.monash.edu/special-consideration) as soon as possible, but no later than by 11.55pm (time zone of the unit location) on the due date of the affected assessment task.

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Reference: <https://publicpolicydms.monash.edu/Monash/documents/1935761>

